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The final report describes the activities of The Fund for Adult Education since its organization by the Ford Foundation in 1951. The Fund was established to develop, encourage, strengthen, and expand programs, organizations, and research in liberal adult education primarily in the areas of world, political, and economic affairs, and the humanities. The development of educational television took place in three phases (1948-52, 1952-55, and 1956-61), and involved the three synchronized elements of public and professional preparation, physical facilities and financing, and programing. The Fund sought to increase the study discussion method by giving major support to national organizations already providing programs; engaging in experimentation in production, distribution, use and financing of groups; and supporting research studies in effectiveness of the discussion method. Establishment and support of local institutions and organizations developed in three phases: Test Cities program; Test Centers project; and development of the Demonstration Centers. Work with national organizations involved strengthening of those committed to adult education, persuading others to undertake such efforts, or creating new ones to carry out educational activities. Fellowships were made available to lay and professional leaders, and for planning training programs. (pt)

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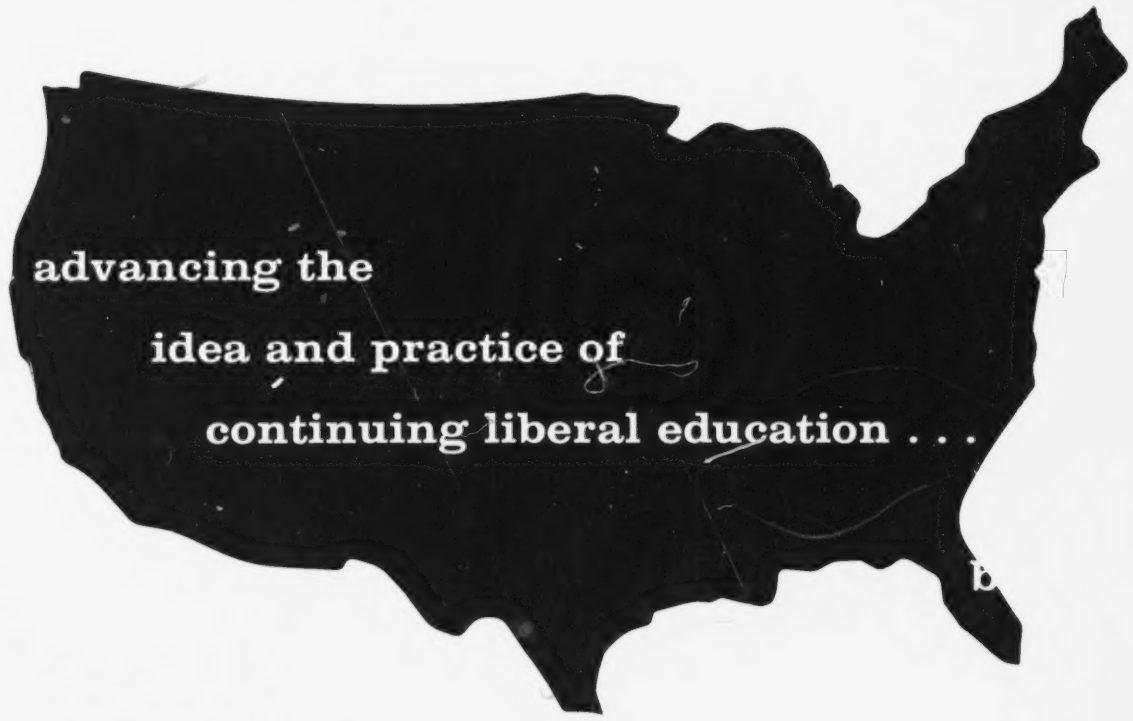

AC004194

1951-1961

A Ten Year Report of THE FUND FOR ADULT EDUCATION

. . . advancing the
idea and practice of
continuing liberal education . . . in depth and breadth

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Foreword. . .

This report of The Fund for Adult Education is an account of the transformation of liberal adult education in this country in the last decade and of the Fund's role of leadership in that process.

Ten years ago there were few programs of liberal education for adults and few of those that did exist were flourishing. There was a lack of leadership and money, but the chief lack was of men and women with a vision of what continuing liberal education for adults might be and the dedication and skill to make the vision a reality.

The Fund set out to develop an awareness of the possibilities, in diverse ways: through new media, through experimentation with new content and methods and new (for adult education) subject-matter areas, through new organizational outlets, through encouragement to universities, colleges, schools and libraries to innovate and expand new programs, and, finally, through development of a large corps of adult educators trained in the liberal emphasis.

For these past ten years, the Fund has pursued the development of the new *with a pioneering spirit so intense and with results so prompt, that the attempt to catalogue them in full proves impossible. In retrospect, one is impressed with the quantity as well as the quality of the changes that one decade has wrought in this field.*

Ten years ago there was not one single educational television station in the entire country. Today, to a great extent as a result of the timely leadership and support provided by the Fund, there are over 55 non-commercial educational television stations exploiting and exploring the tremendous potential of the medium for educational and cultural programs. Although the truest friends of educational television will not claim that the potential has been fully realized, one would have to be blind indeed not to see the evidences of bright promise and not to recognize the beneficial influence on commercial programming stemming from that promise.

Ten years ago, programs of study-discussion on subjects such as economics, politics, anthropology, philosophy (except for Great Books), poetry and painting were virtually unknown, existing mainly in a few major communities. With the support of the Fund, programs of high quality were developed especially for adults, and discussion groups began to meet in hundreds of communities where nothing of the sort had ever existed. That these programs were responsive to a real need is attested by the tens of thousands of men and women who have been consistent participants year after year; their educational validity has been confirmed by independent research by competent social scientists.

With the guidance and support of the Fund, national organizations have accepted the responsibility of advancing the idea and practice of continuing liberal education with both general and special audiences — educational institutions and other organizations connected with business, labor, government, agriculture, alumni associations, etc. People whose common interests as workers, farmers, or executives lead them to join together in organizations to promote their common aims, are aware, of course, that they share deeper concerns simply as men and women. They have discovered that when these fundamental human concerns are probed through programs of liberal education in the company of fellow members, they are not only benefited individually, but they are bound together in a truer, stronger, and more basic community.

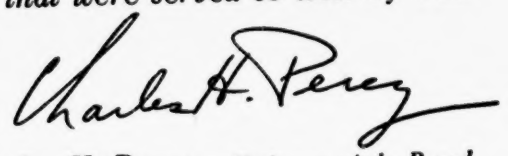
The Fund has encouraged universities to venture extensively into the field of liberal education for adults. In many places today, major universities are offering a wide selection of programs of high academic quality, specifically designed for the interests of adults, at a level and to an audience never before reached.

The significance of this change in the character of university adult education is hard to exaggerate. Adult education has for a long time been treated as a stepchild by most American educational institutions, and not completely without reason. One severe problem was the shortage of well-educated, imaginative and skillful liberal adult educators. The work did not attract really capable educators, neither teachers nor administrators. Now, again through timely and determined efforts of the Fund, there is a large and rapidly growing supply of excellent personnel who will inevitably earn for adult education its rightful place in the American educational scheme.

As this report amply documents, the spirit that has animated the Fund's work has been a driving dedication to innovation, experimentation and pioneering. Ten years ago the adult education scene was too often dominated by the dull, the stale, the mediocre — and with a few notable exceptions what was vigorous and imaginative had little support. Today we are not so much content with what is now completed, as stimulated by what has been shown of the possibilities inherent in liberal education for adults.

As the Fund nears the completion of the assignment it was brought into existence to pioneer, its Directors are encouraged that The Ford Foundation has decided that "responsibility for the areas of the Fund's interest will be assumed by the Education Division of The Ford Foundation." The Directors believe that the Fund has helped to prepare both the climate and the instrumentalities for a major "revival of learning" among American adults. For in many places throughout this country there are people who can never again be satisfied with life as it was before the Fund — directly or indirectly — entered their lives. They have been touched; they have been stirred; and they will never again settle for less than that new glimpse they have had of what liberal education means and how it is related to their own vital humanity. The Fund, as such, can do no more for them, and how their dissatisfaction will be guided hereafter is a question to be answered by the actions of others. We hope that other institutions, organizations and funding agencies will give assistance and encouragement to the furtherance of our goals.

All those who served as Directors of the Fund and who are listed on the following pages were people of exceptional dedication and vision. They had a deep sense of responsibility for the wise investment of more than forty-seven million dollars which, over the years, were entrusted to them by The Ford Foundation. The staff, and particularly its President, demonstrated imagination and creativity with respect to new educational instrumentalities, and courage in developing them. They were, one and all, devoted to their tasks. To them, on behalf of past Chairmen and all Directors of the Board and myself, I express my deep appreciation, as an individual who was privileged to share a rare experience, and as an American committed to the ideals that were served so well by The Fund for Adult Education.*



Charles H. Percy, *Chairman of the Board*
The Fund for Adult Education

*See Page 101

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See Appendix for other staff members.

Introduction...

This is a ten-year report of The Fund for Adult Education — a special record of its assignment, its goals, and its efforts to carry out that assignment and to attain those goals — from April 1951 until June 1961.

It was a decade of encouraging advancement in continuing liberal education for adults. In this advancement The Fund for Adult Education was privileged to play a major part as a grant-giving philanthropy and an operating organi-

zation. Its members were honored to work as colleagues with imaginative, energetic people committed to democratic values and ideals and the kind of education that serves those values and ideals.

The Fund for Adult Education was established by The Ford Foundation as part of its redefined and expanded activities following World War II. In 1948 The Ford Foundation appointed a Study Committee "to recommend . . . the policies and programs which should guide the Foundation in the activities it expects to undertake in the near future."

In 1949 the Committee recommended five "areas for action" with the following objectives:

1. *To contribute to the establishment of peace;*
2. *To strengthen democracy;*
3. *To strengthen the economy;*
4. *To strengthen, improve and expand education;*
5. *To increase knowledge of individual behavior and human relations.*

The Study Committee's recommendations were accepted, and its report was adopted as the 1950 Report of the Trustees of The Ford Foundation.

The Ford Foundation then established several subsidiary foundations to work in special fields. Paul G. Hoffman, the Foundation's first President under its expanded program, gave the reasoning behind this policy of decentralization: " . . . we realized that, if we operated just as The Ford Foundation and . . . did no subcontracting, the results we would get would be limited; that, if we wanted to get results quickly and . . . on a large scale, we had to subcontract, bringing in if possible existing organizations to do part of the work . . .

but, if necessary, creating new organizations, because what we wanted was brainpower . . . " *Illustrating in "Area Number Four" — Education — Mr. Hoffman continued, "We decided to establish two separate funds and . . . attract not only a staff, but also . . . as directors of the funds men who would bring to that activity wisdom and judgment . . .* " [1]

Area Number Four specifically had the objective:

> ***"To strengthen, expand and improve educational facilities and methods to enable individuals more fully to realize their intellectual, civic and spiritual potentialities; to promote greater equality of educational opportunity; and to conserve and increase knowledge and enrich our culture."***

On April 19, 1951, The Ford Foundation announced the establishment of The Fund for The Advancement of Education, an independent organization "concerned with problems and opportunities in formal education from elementary grades through college levels."

On April 23, 1951, The Ford Foundation announced that it had established The Fund for Adult Education, a non-profit organization incorporated in New York. The announcement stated:

"The Fund is an independent agency devoted to the development of methods and opportunities in adult education . . . The Fund for Adult Education will take as its area of activity that part of the educational process which begins when formal schooling is finished.

"There is general agreement that effective aid in the field of adult education can be a major contribution to human welfare. The phrase 'adult education' is sometimes used as an excuse for 'educating' adults to think in certain channels, to adopt certain points of view at the expense of other points of view. Neither The Ford Foundation nor The Fund for Adult Education has any intention of embarking on such programs of indoctrination.

"The ultimate goal of Fund programs will be expanding opportunities for people to continue their education throughout adult life."

The Fund had been established and its Directors had held their first meeting on April 5, 1951. The new organization would, perhaps, have been better named The Fund for Liberal Adult Education, because it was never thought by either the Foundation Trustees or the Fund's Directors that it would take the entire field of adult education as its province; it was, on the contrary, agreed that the Fund would focus exclusively on liberal adult education, conceiving of it broadly and recognizing the relevance of liberal adult education to other kinds of adult education.

The Directors' intent was expressed in January 1953 in a formal Statement of Purpose.

> ***"In establishing The Fund for Adult Education as an independent organization, The Ford Foundation committed to it the responsibility for improving adult education — more specifically, a concern for that part of the total educational process which begins when schooling is finished. This period of the educational process was considered to have as its aim the expansion of opportunities for all adult men and women to continue their education throughout life.***

1. Hearings before the Select Committee to Investigate Tax-Exempt Foundations and Comparable Organizations, House of Representatives, 82nd Congress, 2nd Session, on H. Res. 561, p. 245.

"Within the broad terms of this assignment The Fund for Adult Education conceives its special task as that of supporting programs of liberal adult education which will contribute to the development of mature, wise, and responsible citizens who can participate intelligently in a free society.

"Liberal education, in the Fund's definition, is primarily concerned with developing the ability to think independently and well. This calls for the stimulation of basic curiosity, imagination, and the habit of critical thought as opposed to the passive acceptance of ready-made opinions. In the United States, where suffrage is universal, it must be available for the many, not merely for the few.

"Furthermore, the Fund's efforts will be directed to only a limited segment of liberal adult education—primarily the liberal aspects of education in world affairs, political affairs, economic affairs, and the humanities. The Fund is not concerned with vocational, recreational, or avocational education, important though they are.

"The fundamental approach of the Fund is to seek out, encourage, strengthen, develop, and expand appropriate agencies and resources already existing. New operations and agencies will nevertheless be created when investigation proves them necessary in the interest of the program of the Fund. Furthermore, in order to reach effectively as many citizens as possible, a program of liberal adult education must employ the mass media of communication as well as all the traditional channels of adult education.

"Significant content and methods attractive to adults are essential. No compulsion of adults is possible or desirable. The Fund conceives of liberal adult education as addressed to free citizens, who are participating members of their society and therefore have the privilege and responsibility of sharing in the formulation and conduct of the educational programs addressed to them. The free society of the United States is based on the assumption that the fullest development of the individual is the end in view and that the same individual is the means for its preservation."

* * *

The Fund's assignment, as it was interpreted and translated into action, was: ***to advance the idea and the practice of continuing liberal education by the people of the United States.***

Because the concerns of The Ford Foundation are worldwide, it was agreed that the Fund would restrict its activities to the United States. Later, exceptions were made for certain grants in Canada and expenditures to aid communication between adult educators in the United States and their fellow workers in other countries.

The succeeding chapters give details. They are illustrative, not exhaustive, and seek to make clear the guiding ideas and the major developments which emerged in a memorable decade.

C. Scott Fletcher

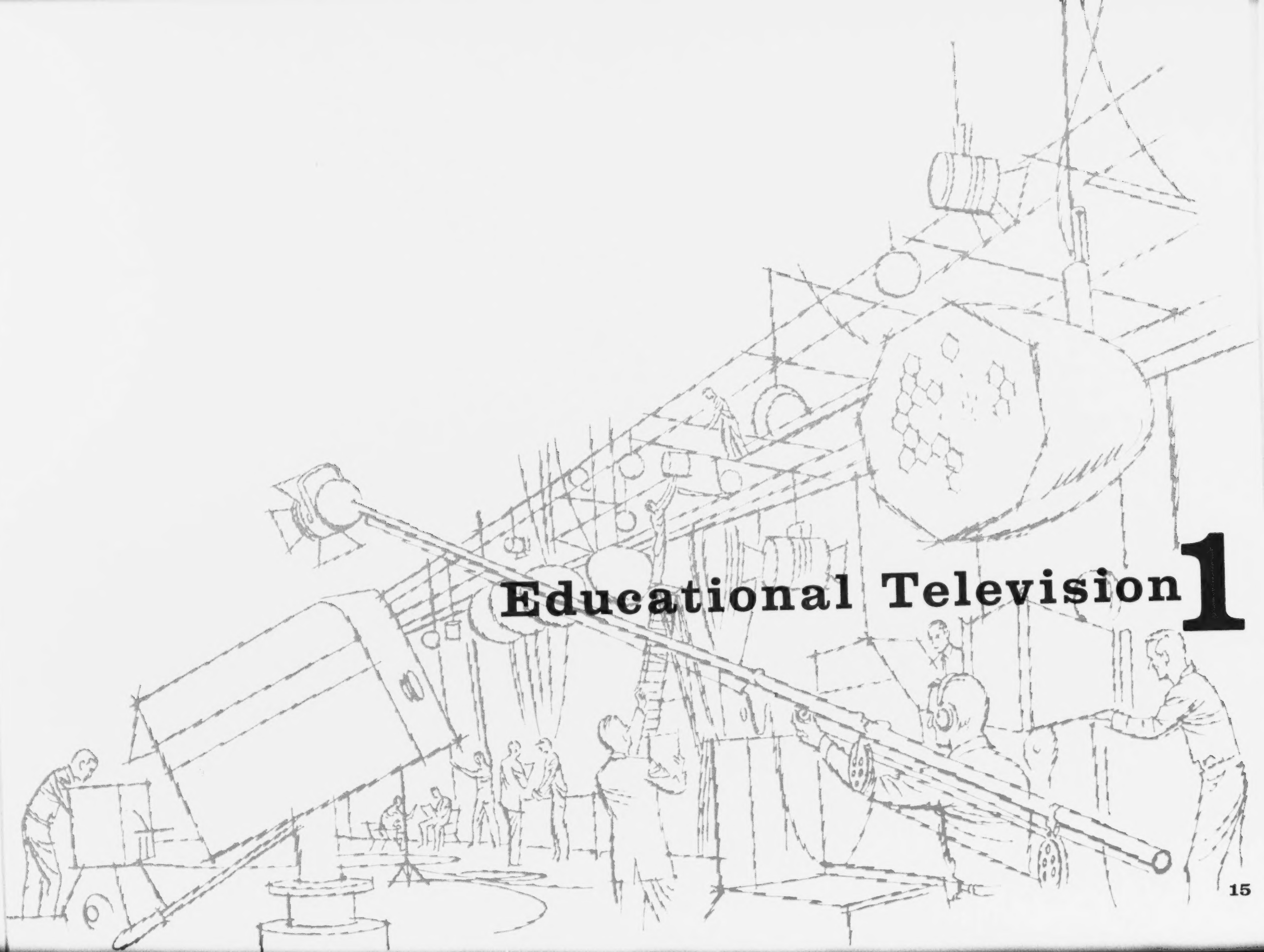
C. Scott Fletcher, ***President***

The Fund for Adult Education

. . . advancing the
idea and practice of
continuing liberal education
through educational television

Fund Goals

- to help make educational television a reality
- to put it in the service of continuing liberal education



Educational Television 1

In 1951 and 1952 the American people faced a rare opportunity to place a new technology, television, in the service of education — an opportunity to be grasped quickly or lost altogether.

From its inception The Fund for Adult Education saw in the potentialities of educational television an opportunity and a responsibility for the "risk capital" that philanthropy exists to provide. Obviously educational television would be broader than the area of the Fund's concern but equally obvious was the urgent need for some philanthropic institution to give prompt attention to the ends and means implicit in this opportunity and to do so within a broad and related context. By agreement with The Ford Foundation, the Fund undertook the responsibility.

Between 1951 and 1956 The Fund for Adult Education was privileged to play a major role in bringing into being a national system of educational television stations. Between 1956 and 1961 the Fund gave aid to the invention and development of ways by which educational television could be coordinated in a wide range of situations.

Its activities in educational broadcasting illustrate two of the Fund's main operating policies: to seek to combine impact in depth in the local community with influence in breadth nationally; and to promote experimentation for the advancement of education.

In 1951 educational television did not exist. There was no provision for bringing it into being.

No channels had been allocated for educational television. From September 30, 1948, further allocation of *all* television channels had been "frozen."

Many thoughtful persons attracted to the possibilities of educational television wanted safeguards against its misuse. They insisted that its administration should be widely dispersed and kept in the hands of local authorities. The parallel here to the administration of education in the United States was deliberate.

The reasoning was also affirmative: every reasonable means should insure that the educational station serve the entire community. It should draw upon the full range of local resources and materials for programming; it should contribute its best programs to other stations and benefit from the best programs of the others.

From this reasoning eventually came the reality: educational television stations in many parts of the country; each supported by its educational sponsor and responsible to the whole community; each with a broadly representative governing or advisory board, or both; each not just an "outlet" but a source of original programming as well. Tying them all together, a national center, The National Educational Television and Radio Center (NETRC), for the voluntary exchange of programs, ideas and information in order to multiply resources, set standards and stimulate constructive competition.

To realize this concept three things had to be done: first, persuade the Federal Communications Commission to allocate channels for educational purposes; next, stimulate educational institutions and community organizations to apply for station licenses on these allocated channels, to construct and equip the stations, and to employ and, in many cases, find and train the needed staff; and third, create a national educational television center for exchange of programs, ideas, information and services.

Three synchronized elements — public and professional preparation, physical facilities and financing, and programming — were therefore needed and were realized during three definable periods of time. These three elements and three phases provide the organization for the following account which highlights rather than documents major events in the development of educational television. A history of educational television has now been published.[1]

Phase I: September 1948 – March 1952

Public and Professional Preparation

In 1951 a few leaders in the National Association of Educational Broadcasters (NAEB) took the initiative. They formed an *ad hoc* committee to bring educators from all over the nation to testify before the FCC. From this committee grew the permanent Joint Committee on Educational

1. *Channels of Learning* by John Walker Powell, Public Affairs Press, Washington, D.C.

Television (JCET), sponsored by the American Council on Education (ACE) and the Association for Education by Radio-Television, the Association of Land-Grant Colleges and Universities, The National Association of State Universities, The National Council of Chief State School Officers and the National Education Association of the United States.

The JCET had two tasks: to keep the educators' case before the FCC; and to provide technical and legal advice to interested educational institutions and groups. The Fund for Adult Education supported the JCET from 1951 until the end of 1955, when The Ford Foundation assumed the responsibility.

The JCET conducted in January 1951 a monitoring study of a full week's television broadcasts in New York City and presented it to the FCC. In subsequent years, the NAEB, with Fund financing, conducted similar studies in Chicago, Los Angeles and New York. These reports seconded findings of the first study that the lack of educational or cultural content showed the need for a complementary system of television that would have as its goal the enlightenment of the public.

PHYSICAL FACILITIES AND FINANCING

In the early 1950's little was known about how educational television stations might be financed. However, station KPFA in Berkeley, California, a venture in non-profit, non-commercial educational FM radio for adults, was supported by contributions from listeners. From this experiment in listener sponsorship clues were sought for financing television stations. The Fund aided KPFA with a grant which ended in 1955. KPFA is still on the air, broadcasting high quality programs to the Bay Area, and has acquired other stations in Los Angeles and New York City, all supported in the main by contributions from listeners.

PROGRAMMING

Could educational stations produce good programs? To explore this question, the Fund supported two experiments — one in radio, the other in television.

With Fund support between 1951 and 1954 the NAEB produced five series of programs drawing together the talents of scholars, writers, producers, directors, actors and composers from the field of radio. *The Ways of Mankind*, written under the direction of Professor Walter Goldschmidt, was a thirteen-week series produced and recorded by the Canadian Broadcasting Company. It became a highly successful radio series and later a classic of study-discussion learning with a set of recordings and readings coordinated to the text. *The Jeffersonian Heritage*, edited by Professor Dumas Malone and dramatized with Claude Rains as Jefferson, was later issued as recordings designed to accompany a book of readings for study-discussion. Other programs in the Fund-sponsored series were *Ways To*

Justice, People Under Communism and *Voices of Europe.* A Fund grant enabled Boston's educational radio station, WGBH-FM, to produce tapes for distribution to the educational radio network.

In 1951 only one educational institution had its own television station (a commercial channel) — Iowa State College's WOI-TV. Fund grants to this station permitted experiments in producing programs and in improving technical qualities of kinescoping. These projects were in anticipation of program exchange among stations.

Both of these series of experiments — one in radio and the other in television — indicated that educators could bring into being programs worthy of the high critical acclaim these received.

Phase II: April 1952 – December 1955

Public and Professional Preparation

On April 14, 1952, the Federal Communications Commission set aside 242 channels (later increased to 269) for educational television, but it said that these might be challenged after June 2, 1953. Thus began what was perhaps the most strenuous test ever made of the ability of those concerned with education to move with speed, balance and imagination.

The Fund, the ACE, the JCET and the NAEB worked to help educational stations acquire licenses and come into being. To assist teachers and university administrators prepare to use this new tool, the ACE set up its own Committee on Television, financed by the Fund. The JCET kept in close touch with the FCC and continued to give educational institutions information, assistance in planning and advice. The NAEB in the meantime was giving aid, through training workshops or internships, to radio broadcasters who would soon have responsibility for educational telecasting. These activities were all financed by grants from the Fund.

Almost simultaneously with the FCC's action, the Educational Television Programs Institute was held at Pennsylvania State College (now University), under the sponsorship of the ACE and by means of financial assistance from the Alfred P. Sloan Foundation, the Payne Fund and The Fund for Adult Education. At this Institute, presidents and deans of colleges and universities and other interested leaders considered the nature of educational television, the obstacles in its path and the ways to overcome them.

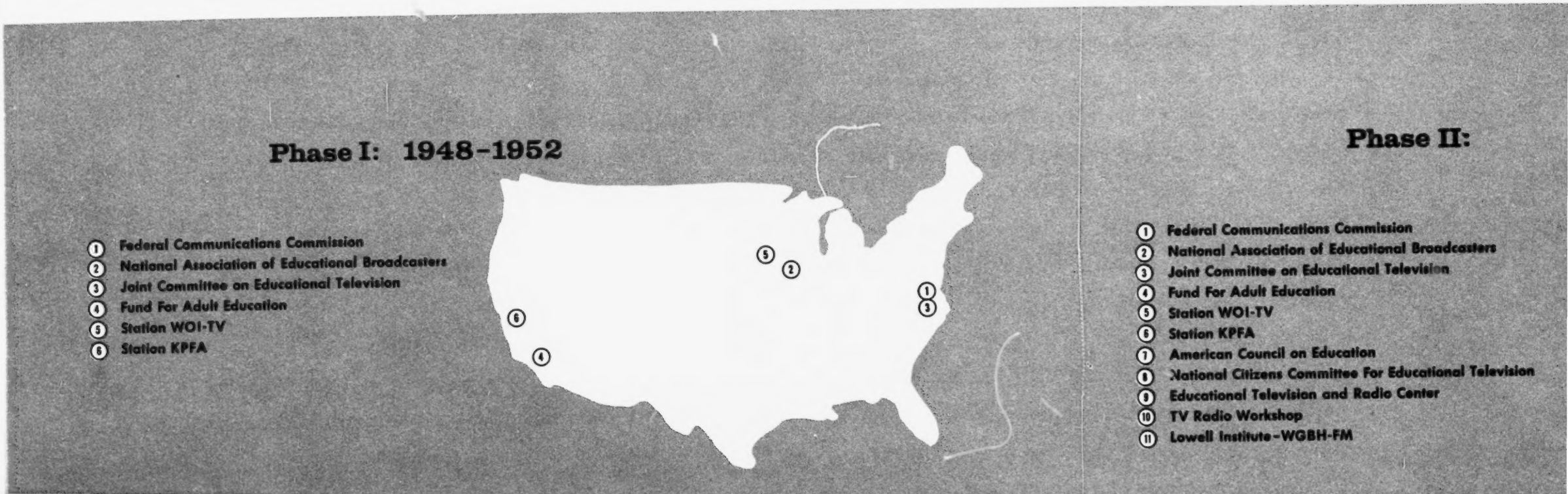
The Penn State Institute inspired several state and regional conferences, many of them supported financially by the Fund. Outstanding among these gatherings were a meeting of the Southern Regional Education Board, with definite consequences in station development throughout the South; and a self-financed meeting at Chapel Hill, North Carolina, which resulted in the University of North Carolina's own station. Other meetings were convened in New York State, New England and the West.

Clearly a special national agency was needed to work with community groups. In November 1952 the National Citizens Committee for Educational Television was founded, again under the auspices of the ACE, and financed by the Fund. Its function was to organize for educational television the moral and financial support of citizens and organizations in the communities that had been allocated educational channels. As time went on it secured an official endorsement of ETV from more than one hundred national organizations.

The Fund financed the First National Conference on Educational Television in Washington, D.C. The JCET and the NCCET sponsored this meeting to which members of the Federal Communications Commission were invited. Reports were made on programs within the several communities throughout the nation. The reports given through the day and into the evening of May 4, 1953, in Washington, were without doubt the story of a singularly rapid, vigorous and creative episode in the history of American education. The important outcome of this conference was that soon afterwards the FCC announced that reservation of channels for educational television would continue indefinitely.

Physical Facilities and Financing

The Educational Television Programs Institute at Pennsylvania State College in April 1952 had indicated the need for pump-priming grants



to stimulate station construction and educational programming. During that summer ACE conducted "A Study of Community Readiness for Educational Television" which was financed by the Fund.

On the basis of this survey, in the fall of 1952 the Fund offered grants-in-aid (in amounts of $100,000 to $150,000) to university and metropolitan centers where channels had been reserved. A condition of each grant stipulated that the university or community corporation double the offered grant either in cash or in facilities. The Fund's grants could be used for equipment only and carried provisions for the engineering quality of installations. An additional requirement was agreement both to contribute to and draw from a common pool of recorded programs through a center facilitating such exchange of programs.

On the community level during this period NCCET enlisted leadership in many localities, gave assistance on fund raising and, generally, helped bring stations on the air.

PROGRAMMING

At this point the relationship between plans for facilities and financing and plans for programming should be clearly noted. In many communities the decision whether or not to establish an educational station turned on the crucial question of the station's access to programs beyond those originated in its studios. A common store of programs, if not produced by some centralized source

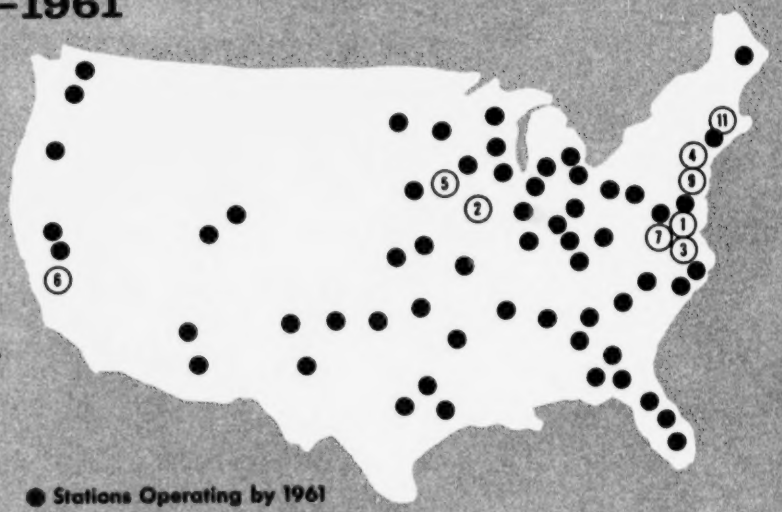
Fund grants for station construction totaling some $3,750,000 were matched two-to-one for an initial investment of over $11,000,000.

1952–1955

● Stations Operating by 1955

Phase III: 1956–1961

① Federal Communications Commission
② National Association of Educational Broadcasters
③ Joint Committee on Educational Television
④ Fund For Adult Education
⑤ Station WOI-TV
⑥ Station KPFA
⑦ American Council on Education
⑨ National Educational Television and Radio Center
⑪ Lowell Institute–WGBH-FM
–WGBH-TV



● Stations Operating by 1961

of production, would have to come in large measure from educational programs produced and recorded by local stations and made available through organized exchange.

Consequently, at the time when the Fund was making its offers of aid for station construction and when the NCCET was beginning to enlist community support, the Fund provided $1,500,000, later increased by an additional $3 million, for the creation of the Educational Television and Radio Center in Ann Arbor, Michigan. The activities of the Center were to acquire programs from various sources, increasingly from educational stations; to supply these programs to cooperating stations and educational institutions; to give grants-in-aid for the production of outstanding television and radio programs; and to provide assistance in engineering, recording, training, studies, research, information and publicity.

Over the years, the Center has become increasingly well known for the excellence of the programs it furnishes. Many stations have created television series of enduring worth. Several, such as *Prospects of Mankind* with Eleanor Roosevelt, *Invitation to Art, Japanese Brush Painting, The Ragtime Era,* and *Heritage* have been seen on commercial TV screens in cities, such as New York, that lack educational stations. *Casals Master Class,* recently produced for the Center, has been an international success. In the field of children's programming educational television has scored outstanding successes with several programs, a few examples being, the *Friendly Giant, The Finder,* and a new series, appearing five half-hours every week as a children's sustaining variety and information program, under the title, *What's New?* The Center, as was originally hoped, is currently broadening its horizons and cooperating in the production and exchange of television and radio properties with other nations.

A good example is *Intertel* produced by the cooperative efforts of TV agencies in Great Britain, Canada, Australia and the United States.

Broadcasting the Center's programs in cities without educational television stations was made possible by an Extended Service plan. No advertising may accompany the showing. In addition, films for secondary use by schools, colleges and civic groups became available through the Audio-Visual Center at Indiana University in Bloomington. These have been viewed by millions.

The NAEB continued to serve radio and television broadcasting by distributing up to eight hours a week of taped radio programs to 100 stations. It worked with the Educational Television and Radio Center on grants-in-aid for production of educational radio and television programs and provided consulting services on television station construction, management, technical operations and quality programming.

Phase III: January 1956 – June 1961

In May 1953, as KUHT-TV at the University of Houston began telecasting, non-commercial stations were born. By December 1955 a system of educational television was thriving. A steadily increasing number of educational stations was on the air, each a source of programming for all through the exchange facilities of the Educational Television and Radio Center. The basic work of creating a new educational network was done. The tasks now were improvement of the program quality, inventing new ways of using educational television for special and general audiences, strengthening financial support of stations on the air and creating stations in those communities where educational channels had been allocated. A new stage had been reached. Therefore, during December 1955 several responsibilities and functions were reassigned.

During this reassignment of responsibilities The Ford Foundation and the Fund agreed in 1955 that the Educational Television and Radio Center should now more appropriately look for general support to the Foundation rather than to the Fund. The Ford Foundation subsequently gave its support to the Center for programming and services and to the JCET and the NAEB for services.

At the end of 1955 the NCCET completed its mission; its functions were taken over by the JCET, the Center and NAEB. This reassignment has been followed by additional reallocations of responsibility and function.

In 1959 the Center changed its name to the National Educational Television and Radio Center (using the initials NET as its signature on its programs) and moved its administrative offices to New York City.

In 1961 the Joint Council on Educational Television became the Joint Council on Educational Broadcasting and divested itself of staff functions except for a Secretary.

The Fund's assistance to stations continued. By June 1957, 28 educational stations were on the air, broadcasting an average of 31 hours a week, 7½ of them from the Educational Television and Radio Center. Two years later another 20 stations had begun operation, 10 of them with Fund assistance. These 48 stations were broadcasting an average of 45 hours a week to a potential audience estimated at 70 million. By June 1961 a total of 56 stations operated on reserved non-commercial educational channels and received 10 hours a week of programming from the Center. Of the 56, Fund assistance had been given to 32 and a thirty-third in southwest Texas was on the way. The Fund had also given equipment for the studio of New York City's Metropolitan Educational Television Association, a facility later transferred to New York University. Production studios at Syracuse University and the University of Indiana, institutions having no stations of their own, were using kinescope equipment purchased with Fund grants.

* * *

Between 1951 and 1956, in helping to bring a national system of educational television into being, the Fund was necessarily concerned with the allocation of channels, the building of stations, the promotion of the idea of education by means of television, the training of personnel, the encouragement of programming and the support or establishment of national service organizations. It had always realized, however, that the ultimate justification of educational television would be its contributions to education, and, in terms of the Fund's major purpose, its contributions to continuing liberal education.

Its pioneering work done, in 1956 the Fund turned to support experiments in utilizing educational television for the liberal education of adults. If educational television was to make significant contributions to liberal adult education, it must transcend mere broadcasting of educational programs to become an instrument systematically designed and employed in a many-faceted learning experience relating television to other media, materials and methods. A long-range program for educational television in the service of liberal adult education would require efforts at national and local levels, but actual experimentation, the development and demonstration of new methods, must be done in a "laboratory" context at the local level.[1]

1. Three of these local experiments — by Washington University in St. Louis, the University of Georgia and the University of Utah — are described in the third chapter of this report.

Many research studies conducted in the last five years indicate the extraordinary value of educational television as a teaching instrumentality. These studies made by universities, colleges and public schools in all parts of the nation are available from the Office of Education, U. S. Department of Health, Education, and Welfare, Washington, D.C., The Fund for the Advancement of Education and NETRC. Furthermore, as a result of grants made under Title VII, The National Defense Education Act, research studies are now exploring every aspect of teaching by television — open and closed circuit. Preliminary returns corroborate the earlier published research findings.

The Fund at no time was directly responsible for the development of any educational program for television purposes. By means of grants, however, it was instrumental in assisting several agencies and local stations create and broadcast many programs that have received national and international acclaim. Information concerning the wealth of education programs and their value to millions of Americans can be obtained by writing to the NETRC.

Over the whole period, 1951-1961, an estimated $60 million was spent on educational television from foundations, public and private interests, including commercial television and individual donors. The Fund for Adult Education contributed almost $12 million for the development of educational television in the following categories: approximately $4 million for station equipment for 33 stations; approximately $6 million for programs (chiefly to NET); and roughly $2 million for the activities of NAEB, JCET, NCCET, etc.

One person extremely active in the development of educational television stated: "The twelve million contributed by The Fund for Adult Education served as 'seed money,' helping to attract funds that otherwise would not have been available. Without this initial risk capital invested by the Fund at a crucial time, most informed persons in the field believe that educational television as a concept would never have gotten off the ground. Just as Carnegie funds made possible the establishment of public libraries, so, too, grants made available by The Fund for Adult Education resulted in one of the most dramatic, immediate and measurable returns on investment ever to be witnessed in the field of private philanthropy."

Many Americans know nothing whatever of educational television because their communities do not have educational television stations. Fortunately recent developments in Washington would indicate recognition of the tremendous value of educational television. Soon, it is hoped, new funds will be forthcoming on a matching basis so that additional areas that can be served by educational television will have financial assistance enabling citizens in each area to benefit from this powerful and vital medium and bringing so much good to so many for so little.

. . . advancing the
idea and practice of
continuing liberal education
through study-discussion

Fund Goals

- to improve the quality of study-discussion materials and methods
- to expand the range and use of study-discussion programs
- to determine the educational effectiveness of study-discussion

Study-Discussion 2

Paralleling the Fund's activities in the field of educational television were major efforts to expand and improve study-discussion as a vital method in the liberal education of adults.

Liberal education through the study-discussion method has three principal characteristics: adults coming together to discuss a particular subject; a common body of knowledge in the form of assigned study materials; and informed and trained leaders.

Although study-discussion programs are often referred to as new, the general educational technique is a very old one. The Socratic tradition of stimulating thought by questioning has again and again been found to be one of the most fruitful. To engage in study and discussion is to examine our own thinking and the thinking of others; to inform and be informed; to stimulate and be stimulated.

Study-discussion programs in the liberal arts and sciences are aimed at improving the ability of participants to make independent judgments on critical issues, to develop their intellectual faculties and aesthetic sensibilities and to encourage sustained intellectual curiosity. Successful study-discussion groups produce among significant numbers of participants increased knowledge of the subject under study, a clearer understanding of the relationship between premise and conclusion and a greater skill in critical reading and in clear expression.

The readings and other discussion material provide documented statements of authorities in a given subject area. The absence of a teacher-expert is a deliberate challenge to the participant to seek out knowledge and expand his appreciation and critical ability.

From 1947 to 1951 the concept of study-discussion for adults was chiefly promoted by The Great Books Foundation and the American Foundation for Political Education in Chicago. These organizations introduced programs designed to offer mature Americans opportunities to continue and extend their liberal education. They pioneered development and wider acceptance of the study-discussion method for the education of adults.

In 1951 a second phase opened with the creation of The Fund for Adult Education. To see the method of study-discussion programs firmly established in American liberal adult education was an initial and a continuing aim of the Fund. It tried to achieve this aim in three ways: first, by giving major support to national organizations providing programs for and training in study-discussion; second, itself engaging in widespread experimentation in the production, distribution, use and financing of study-discussion programs; and, third, by supporting the first scientific research studies of the educational effectiveness of study-discussion as a method of adult learning.

National Study-Discussion Organizations

The Great Books Foundation

The Great Books Foundation was incorporated as an independent non-profit educational enterprise in 1947 as a result of the intellectual ferment following World War II. Its program is based upon selected readings of central importance in our civilization. These books of philosophy, literature, history, economics, science and art are judged great because of their contemporary relevance to men and women seeking a clearer understanding of themselves, their fellows and the cosmos that is their home.

In the local community the program is sponsored by a local institution or organization, most often the public library. The Great Books Foundation supplies the readings, trains the leaders of the groups and helps with promotion.

By 1958 well over half of The Great Books Foundation's operating funds was provided by sale of the readings published for its discussion groups in the first through the sixth years of the program and from its membership's subscriptions and contributions. Purchase of the books is not compulsory. The typical cost of a year's readings is about $11.00. An expert analysis of the Foundation's growth from its beginning in 1947 to its then present level of some 33,000 participants gave good reason to hope that, for the first time, a national agency solely occupied with the continuing liberal education of adults might, with some support from philanthropic institutions, finance its far-flung program from the receipts of book sales and from the contributions of its membership.

However, self-sufficiency was not to be expected immediately without financial aid during the next dozen years. The Great Books Foundation staff had to be strengthened; readings had to be published for groups that had advanced to their seventh, eighth, ninth, and even tenth year; local sponsorship had to be broadened in scope; new methods had to be devised for publicizing the program, training more leaders and securing more meeting places. The Fund for Adult Education provided the Foundation substantial yearly support from May 1950 to July 1960. In 1959 it made an additional grant of half a million dollars for operations beyond 1960. This grant was conditional on the Foundation's raising a matching sum of $500,000 from other sources. It was estimated that this million dollars, combined with the income from book sales, membership and miscellaneous sources, would see the Foundation through to the time when some.100,000 persons would be actively engaged in its programs and its financial position would be secure.

The Great Books Foundation obtained cash and pledges for the matching sum and received the Fund's grant. As of the end of 1960, the Great Books program had over 42,000 participants in more than 1,100 communities, and, in all other

" . . . to make independent judgments on critical issues . . . "

respects, was on the road to self-support from the purchase of books, contributions from participants and other gifts and grants.

The American Foundation for Political Education

Also founded in Chicago in 1947, the American Foundation for Political Education was organized to increase the ability of adults to form sound, independent and critical judgments on fundamental issues of public policy. To this end the Foundation developed programs of discussions of international and national politics based on carefully prepared reading materials. In contrast to The Great Books Foundation, AFPE concentrated each discussion upon a single issue and chose readings generally representing a range of persuasive, but conflicting, statements concerning that issue.

During its formative years the functions of AFPE were to edit and supply readings on political subjects; to find and to train discussion leaders in the methods of discussion appropriate to these materials; and to help promote its programs nationally through the cooperation and sponsorship of appropriate local organizations. Local sponsoring agencies included colleges and universities, public and private schools, libraries, world affairs councils and religious, civic, service and membership organizations. The AFPE developed six political education programs: *World Politics, American Foreign Policy, Russian Foreign Policy, American Democracy, Economics and Politics* and *Case Stories in American Politics.*

Early in 1958 AFPE made three important changes. It extended its subject-matter into other areas of liberal education — by using in selected cities five of the study-discussion programs developed by the Fund. Simultaneously it initiated the development of its own programs in the liberal arts and sciences — including an experimental program in science under a grant from The National Science Foundation. Because of the wider range of its curriculum, the Foundation changed its name on January 1, 1959, to the American Foundation for Continuing Education.

Another major change was with respect to clientele. The Foundation had previously appealed to local audiences under the sponsorship of local institutions or organizations. In 1958 it prepared to present more intensive liberal education pro-

" . . . selected leaders in business, industry, labor and the professions . . . "

grams to selected leaders in business, industry, labor and the professions by means of the *Executive Seminars*.

Still another important change was in the Foundation's relationships with its sponsors. Formerly it had aided numerous local sponsors with financial subsidies and the free services of its staff. However, the goal was always for these sponsors to take over the administration of the programs. In 1958 the Foundation started withdrawing financial support and free staff services from local sponsors, thereby decentralizing financial support. In that year approximately 10,000 participants were enrolled in the Foundation's programs in over 100 communities.

The American Foundation for Continuing Education thereby put itself into a position to concentrate in three areas: (1) the creation of discussion materials in new fields; (2) the development of a variety of programs to be used by selected leadership groups; and (3) the provision for leadership training, research and the development of ever more effective methods of leadership education.

This transition has reduced AFCE's costs and opened up to it new sources of revenue, actual and potential. In this transition the Fund has aided by giving AFCE general support through June 1960 — later extended through June 1966. In addition, the rights to most of the Fund's study-discussion materials have been transferred to AFCE to assist it in broadening its offerings and its sources of support. The Foundation is a key organization essential to the future of the study-discussion program method (see chapter seven).

The American Library Association

Public libraries serve individuals, institutions and agencies having adult education programs. The prime example is the Great Books program which is sponsored in hundreds of communities by the public library. Many public libraries carry on continuing liberal education programs in their own right. Many more are capable of doing so and the past decade has seen a steady evolution of the library's role from a repository to an active educational force.

From 1951 to 1955 the American Library Association administered the American Heritage Project, a study-discussion program based on basic issues in American democracy. Originally a local project in the New York Public Library, it became a regional-national program with financial aid from the Fund. The Project gave small grants to twenty-five areas over three-year periods for local libraries to sponsor study-discussion groups. It aided the libraries with materials, leadership training and promotion, and publicized and advocated the activity nationally (see chapter four).

About 35,000 persons took part in the American Heritage Project in those areas receiving grants. Several thousand leaders were trained. The Project was particularly successful in small libraries. It

stimulated general use of the library and strengthened its role as an educational institution, locally and nationally.

The Fund's Experimental Discussion Project

At its first meeting the Board of Directors of the Fund made grants to The Great Books Foundation and the American Foundation for Political Education. At its second it made a grant to the American Library Association for the American Heritage Project.

Because the Fund has been an operating as well as a grant-giving organization, and because of the scarcity of study-discussion programs and the need to explore the idea and practice of study-discussion, the Fund began its own Experimental Discussion Project in 1951.

The Project was designed to prepare a substantial number of study-discussion programs in areas of world, political, economic and cultural affairs. All of these programs used selected readings and some used supplementary properties, such as films, recordings, film-strips, charts and maps. These programs were then tested in discussion groups that used a wide range of methods to train lay leaders. The final phase of the EDP project was to use the best of the programs in a test of distribution, use and financing.[1]

1. See *Accent on Learning*, an Analytical History of The Fund for Adult Education's Experimental Discussion Project, 1951-1959, by Glen Burch, The Fund for Adult Education, 1960. (out of

The first two programs developed by the Experimental Discussion Project used films as properties and were sufficiently encouraging to justify further experimentation. The next four used especially edited recordings as properties. These results also were encouraging. The Project then broadened its range and developed 35 different programs around 21 different topics that ranged from art to economics, from family-life-education to education for the aging.

About 250 experts were involved in planning and preparing the materials. Universities, colleges, public schools, public libraries and over 15,000 people in 154 communities took part in the testing.

Fourteen of the 35 programs emerged from the testing as good enough — some were indeed superior — to warrant use in the test of distribution, use and financing.[2] This experiment, the Test Center Project, in 10 college and university centers enrolled 10,000 people in 1957-58.

The Experimental Discussion Project provided further evidence that study-discussion programs offer an effective framework for adult education about important concepts and issues; that a wide range of topics lend themselves to study-discussion; that audio-visual properties appropriately used can effectively supplement basic readings; and that lay leaders carefully selected and properly trained can give satisfactory leadership to the discussions.

2. See Local Institutions, Chapter Three of this report, "The Test

Use of Fund-developed study-discussion programs was almost entirely restricted to the few college and university centers taking part in the Test Centers Project. In 1959 sale of the programs was opened to the general public. Since then the number of groups using these programs has vastly increased and spread from the original test centers to the rest of the nation. Civic, religious, political, business, labor and service organizations now use these study materials. As this project drew to a close, the Fund undertook steps so that the best of these programs, revised and improved, with especially prepared leaders manuals will be widely available.[1]

Research into the Effectiveness of the Study-Discussion Method

With the spread of study-discussion programs in the liberal arts and sciences came recognition of the need for careful study of the values and the effects of this method for the people who took part. The Fund, therefore, as early as 1955, began a series of research grants for studies of the participants, the leaders and the educational effectiveness of study-discussion programs — the studies being made by independent investigators themselves not connected with the programs. Three major studies were made between 1955 and 1959.

The first study, made in 1956 by members of the faculties of the University of California at Los Angeles, the California Institute of Technology and Whittier College, was directed by Abbott Kaplan, then Assistant Director of Extension at UCLA. The field of the studies consisted of 118 liberal arts and sciences groups in four study-discussion courses: *World Affairs, World Politics, Ways of Mankind* and *Introduction to the Humanities*. The specific sample included 150 individuals who were members of groups in Los Angeles, Pasadena and Whittier and 50 of the group leaders. Before, during and after the ten-week program, 325 interviews were conducted and 52 group sessions were observed.

The second study, directed by James A. Davis, was made in 1957 by the National Opinion Research Center of Chicago. It used 1900 participants in 172 Great Books groups ranging from first-year to fifth-year status within that program. Interviewers visited the groups and administered detailed questionnaires. The responses were coded on IBM cards and subjected to elaborate statistical analysis.

The third major study, in 1958, was designed to compare learning effects of the same content, *Ways of Mankind*, with two methods — lectures by experts and lay-led group discussions. The sample studies consisted of three lecture classes, enrolling 283 adults, and twelve discussion groups, with 293 participants, all within the liberal arts program of UCLA. Use was again made of questionnaires, interviews and direct observation. The director of

1. See Appendix.

this study was Dr. Richard J. Hill, of the Department of Anthropology and Sociology, UCLA.

The Fund has recently published these studies.[1] Their publication is not intended as a plea for one method over others. It is intended as a contribution to the consideration by educators and interested adult students of the appropriate place, use and purpose of a method of learning that appeals to mature men and women. The books will aid educators and administrators in their choice of program methods and student publics. Here for the first time are presented, in admittedly preliminary form, responsible research data and statistical interpretation on adults in liberal arts programs. The studies make clear that the reading-discussion method attracts a particular kind of audience and that the larger population from which it is drawn has many other tastes and proclivities. The question, therefore, is not "Which method is best?" but, "What is the best type of program and method for given people and what ends are best served by which educational means?"

* * *

Key conclusions from the three studies are now quoted:

1. *Study-Discussion in the Liberal Arts*, by Abbott Kaplan, The Fund for Adult Education, 1960.
   A Study of Participants in the Great Books Program, by James A. Davis, The Fund for Adult Education, 1960.
   A Comparative Study of Lecture and Discussion Methods, by Richard J. Hill, The Fund for Adult Education, 1960.
   (out of print but available in libraries and adult education in-

The Kaplan Study: "Those critical of discussion groups frequently make the point that people don't learn very much in such groups, that too often it is a mere sharing of ignorance. This misses the point of the discussion group. There are undoubtedly better ways to secure information or factual knowledge. The purpose of discussion is to stimulate thought, to develop objectivity and critical thinking, to help people re-examine their views.

"It is notable, however, that . . . in the program which most are agreed has the best textual materials (*World Politics*), the percentages are forty per cent reporting they had gained a great deal and sixty per cent some more knowledge of the matters under discussion . . .

"There would appear to be little question that many of the participants regard the discussion groups as quite a different kind of experience from their more traditional educational experiences. A sizeable number (44 per cent) go so far as to say that it is a more valuable experience . . .

"One of the most important aspects is the fact that for many the discussion group is one of the few opportunities, if indeed not the only opportunity, they have to examine and discuss serious ideas and problems. This cannot be over-emphasized. It was mentioned repeatedly by participants, leaders and observers . . .

"The further fact that the discussions take place in an atmosphere in which difference of

opinion is not only permitted, but encouraged, should not be underestimated . . .

"The fact that virtually all those interviewed stated that they would recommend the study-discussion programs to their friends is not only an indication of their own satisfaction with them but of their conviction that the program is important and significant both for the individuals concerned and for a democratic society. Many expressed this conviction in so many words. It is also reflected in their appreciation of the sponsoring institutions."

* * *

The Davis Study: "In a capsule, Great Books participants tend to be well-educated, high status, socially active youngish adults . . .

"The strongest and clearest effect of continued participation in Great Books is increased knowledge of the liberal arts and humanities. Even when a number of statistical controls are applied, the advanced year participant is considerably more knowledgeable than the first year participant. After three years or more in the program the participant with no college training scores about as well on the knowledge tests as the beginning member who has a bachelor's degree.

" . . . The Great Books participants are heavy readers, and apparently read more than people of comparable education, even aside from the preparation for the discussion . . .

" . . . In terms of interest, we find that the participants are quite interested in the local scene and in civic affairs but that, relatively speaking, they show greater interest in the national and world arenas than they do in their home towns . . .

"In terms of activities, we find that the participants are quite active in terms of memberships in organizations and participation in programs to change or improve the community . . . "

* * *

The Hill Study: "While many of the findings . . . of this report require additional substantiation before they can be used as a basis for administrative action, the research as a whole gives little comfort or support to those with strong convictions about the superiority of either the discussion or lecture methods of teaching. The over-all impression that one obtains from the results is that the methods investigated are about equally effective."

* * *

One scholar made the following comment in a recent letter to the Fund. "The impact of these programs in communities that have nothing like it, and would never otherwise have had anything to lift them out of the routines of stultifying earning-of-livings and profitless recreation, has been tremendous. These study-discussion programs once so novel, now so commonplace, have brought to tens of thousands of literate citizens the chance to lift their vision to horizons not ordinarily visible

in hundreds of medium-sized American cities. Through study of the greatest achievements in art, architecture, poetry and philosophy of the human mind and imagination they have rediscovered a kinship with human grandeur that makes them better people to live with; that makes them happier to live with themselves. That is the sort of thing the Fund has accomplished, directly and through others, and that is the sort of accomplishment for which it will be long remembered."

In study-discussion, as in other ways by which it aimed to advance the idea and practice of continuing liberal education, the Fund sought to combine depth of local impact with breadth of national influence. It experimented and encouraged experimentation. It used the results to attain sharper focus and to make new probes into possibilities. When it found organizations already successfully engaged in study-discussion, as in the case of The Great Books Foundation and the American Foundation for Continuing Education, it supported them. When other new ventures were called for, the Fund helped to bring them into being. Study-discussion in the United States is a great deal stronger now than it was ten years ago. With the continued dedicated work of thousands of qualified leaders backed up by essential assistance and support of national organizations and local sponsors, this uniquely valuable method of liberal education will continue to flourish and grow.

. . . advancing the
idea and practice of
continuing liberal education
through local institutions and organizations

Fund Goal

- **to enable continuing liberal education achieve an impact in depth and become a permanent part of the local community**

Local Institutions and Organizations 3

The Fund's report for 1951 stated: "The community . . . is the focus of all the projects of The Fund for Adult Education. Here the programs through the mass media are received. Here the programs of national organizations reach the individual group and group member. Here the programs of specialized local organizations are related to common objectives. Here the individual finds his fulfillment as a person. Here, in the local community, the exercise of mature and responsible citizenship must have its base and its initial point of impact if the free society is to survive and flourish."

The Fund's effort to implement this philosophy in terms of liberal adult education went through three phases, each of which grew out of the one preceding. The first was the "Test Cities" program; the second, "Test Centers" project; and the third was the development of the "Demonstration Centers." The first phase deliberately invited a wide variety of experimental patterns to ascertain the best ways to advance liberal education for adults. The second phase attempted a controlled experiment with the use of study-discussion programs. The third affirmed, in more inclusive and enduring forms, the best of what had been learned from the two earlier experiences.

Among the factors that had to be weighed for their significance in advancing liberal learning among adults were: the effectiveness of study-discussion itself, with and without the contributions that lectures could make; the impact of residential

". . . planning programs of liberal studies with adults . . ."

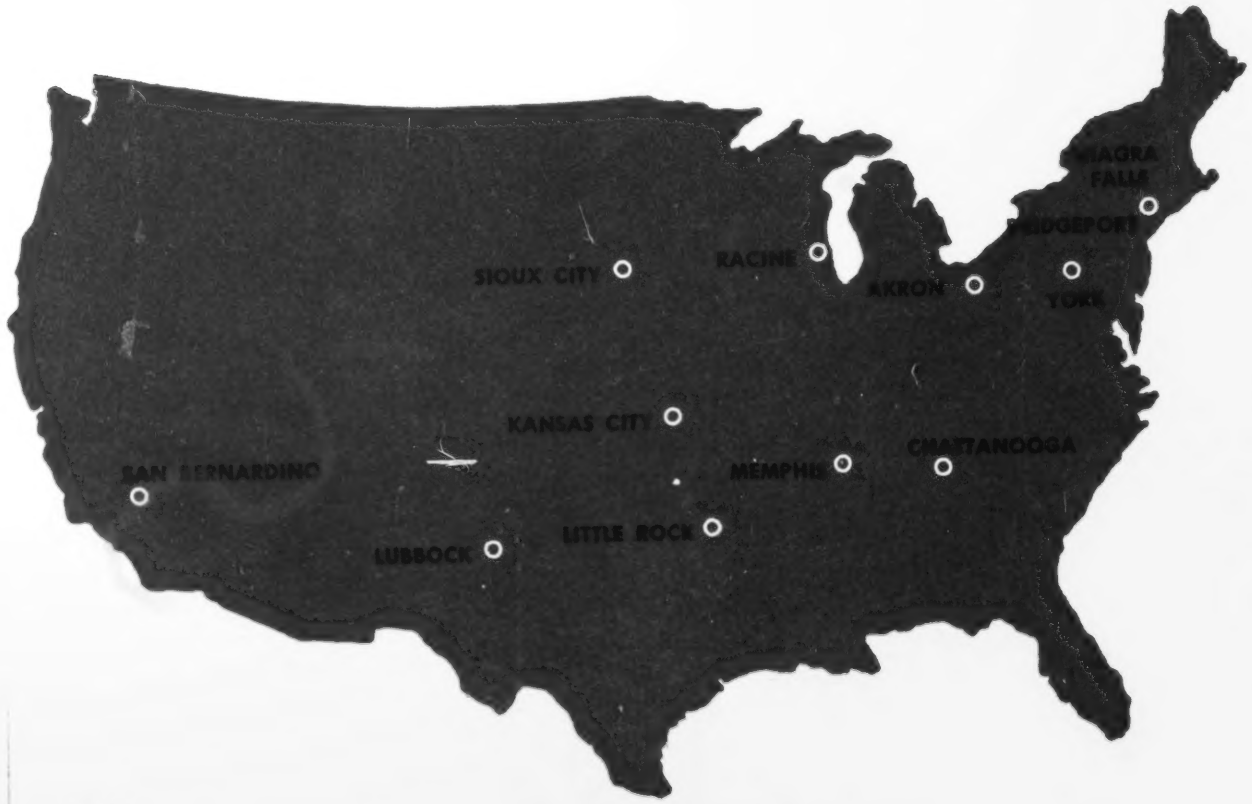
situations upon group learning; the use of radio and television in stimulating invention of techniques for involving whole new populations in the liberal education enterprise; and the role which faculty members in institutions of higher learning, without prior experience in this area, could be induced to perform in planning and carrying out programs of liberal study with adults outside the campus. Others that had to be determined included the economics of non-credit liberal adult education, and the type of sponsorship which would be most likely to give it quality and permanence. The Fund and its colleagues began with no *a priori* judgments on any of these matters.

The Test Cities

In establishing this earliest program, the Fund relied upon the advice of a number of recognized leaders in adult education. The project that resulted reflected the belief, orthodox among many adult educators at that time, that adequate opportunities for self-education by adults existed in the American urban community and needed only to be "organized" or "coordinated" by an adult education council or educational institution, or even some vigorous individual backed by them, through whose efforts these opportunities would be utilized, publicized and expanded. This belief had grown up under the encouragement of an earlier foundation, which had left as its heritage active adult education councils in a number of cities. Composed for the most part of administrators of libraries, eve-

The Test Cities

" . . . Twelve cities, of medium size, representing a variety of geographic, vocational and economic situations, were chosen . . ."



ning credit programs, Y's, night schools, and sometimes social agencies, these councils emphasized vocational, avocational and self-improvement aims in education. At the time the Fund was making its final selection of Test Cities, a careful survey by competent scholars found that, with a very few notable exceptions, no programs meeting the Fund's criteria of liberal education had been offered in any of these cities in recent years.

Twelve cities, of medium size, and representing a variety of geographic, vocational and economic situations, were chosen for the test. In addition, a geographic region in central Texas functioned as a test area.

The twelve cities which participated in this joint enterprise were Akron, Ohio; Bridgeport, Connecticut; Chattanooga, Tennessee; Kansas City, Missouri; Little Rock, Arkansas; Lubbock, Texas; Memphis, Tennessee; Niagara Falls, New York; Racine, Wisconsin; San Bernardino, California; Sioux City, Iowa; and York, Pennsylvania. The regional demonstration was to serve the West Texas Region centered at Texas Technological College.

In each case, the Fund, in consultation with local leaders, agreed to furnish money, in amounts diminishing over a three-year period during which the community would, by various means, make up the difference, for an effort to develop an urban pattern of liberal adult education. The design and strategy of the experiment in each community was

to be locally determined; latitude was permitted for the widest variety, but it was hoped that at least some of what was learned would be transferable to other cities. It was assumed that emphasis would fall on discussion-group methods, on the discovery and development of latent leadership, on utilization of programs available from national organizations as well as the invention of new materials and methods, and on experimenting with seminars and meetings of various kinds and the use of the mass media; and that by all these means an incentive would be created for a stimulation of liberal learning throughout the community.

The *new* factor, however, which was introduced by the Fund and which proved to be the decisive one in upsetting the expectations of the Fund's consultants, was the emphasis on non-credit *liberal* education: in terms of the Fund's original stated intention, "international affairs, national affairs, economic affairs, and the humanities" — including the arts. These interests, and the preferred methods for pursuing them, did not fit easily into the patterns developed around adult education in its customary forms. In a word, "coordination" would not serve where there was nothing to coordinate. The problem then became one of finding sponsorship and direction capable of developing these novel elements in ways which would make them available to the largest numbers of people.

At the beginning there were two discernible patterns of organizational framework. In the first form, adopted by Akron, Bridgeport, Chattanooga, Kansas City, Memphis, Racine and York, new independent adult education councils or associations were brought into being. (In Chattanooga, only after it was realized that the public library was not in a position to finance the program.)[1] In the second form, already existing institutions, either public schools or colleges, were used. This course was followed in Little Rock, Lubbock, Niagara Falls, San Bernardino, Sioux City and West Texas.

Not all the projects survived under either pattern. Those that did survive and flourish were usually affiliated then or later with an established educational institution. Such an institution has the prestige and authority to command the respect of adults seriously concerned about continuing liberal education after formal schooling has ended. It has multiple resources capable of continuous service to an entire city. It can provide the required level of intelligent policy-making; and, if it is willing, it — perhaps alone — can gain the necessary additional subsidized financial support for such a program. It should be added that in all of the Test Cities, the directing institution, whether college or council, tried to secure the fullest cooperation of all the other institutions.

In method and content, each of the Test Cities had different strategies of initiating and pursuing their programs. Some put stress on study-discus-

1. See *Education for Freedom*, Six-Year Report by George Connor. The Adult Education Council of the Chattanooga Area, Tennessee, August 1958.

sion; others emphasized broad plans of community activities seeking to create new perspectives on the city as a whole. Some of the more vigorous used a variety of techniques, including discussion groups, as part of a total community approach. The Director of one Adult Education Council trained leaders — including people from business, labor and the professions — through study-discussion, planning sessions, conferences and institutes; helped community organizations to improve their programming through program-planning institutes; and gave consultative services to agency executives, organizational officers and program chairmen. Use was also made of special programs and sustained seminars for industrial and cultural leaders of a given community; an adult education council created adult classrooms among the more than ninety member agencies and institutions. (This Council now operates under the local University.)

In another city, the emphasis fell largely on leadership education for group learning programs based on readings, records, paintings, music, films and television programs. Recognizing the need of trained and skillful leaders for such programs, the project made extensive use of services provided by national organizations, as well as developing its own programs of training and of group supervision. An institute for executive leadership utilized the faculty of the local liberal arts college; and even its undergraduates were drawn into the adult groups in the community to discuss under lay leadership the significant documents of Western thought — and the college set examinations and gave degree credit for this participation.

" . . . leadership institutes in residential settings . . . "

It soon became clear that whatever approach was used its impact depended upon how effectively the *idea* of continuing liberal education was interpreted to the community. This in turn depended upon the quality of leadership, both professional and voluntary, and on the leaders' own understanding of and sympathy with the general purposes of the project. Knowing the need for this, the Fund therefore maintained close communication with the Test Cities; sent staff members to them frequently to reinforce shared purposes; and provided many opportunities for conferences at which Test City directors could exchange ideas and experiences and discuss common problems and goals.

In addition, the Fund conducted two national leadership institutes in residential settings to help leaders in test communities to get a clear vision of the important possibilities of liberal adult education. These institutes for lay leaders were held in the summers of 1953 and 1954 at Bigwin Inn in Canada. This site was chosen in order to emphasize the international aspect of the Fund's concept of liberal education, as well as to bring in some experienced Canadian leaders in that field. The institutes demonstrated a variety of discussion programs, lectures and exhibitions within the field of liberal education and gave the participants an opportunity to exchange ideas and experiences, to discuss common problems encountered in community programs of liberal adult education and to seek solutions to these problems. The greatest single contribution to the institutes came from the people from these communities who found they were united in a common endeavor of importance, dignity and worth. The most direct result was the development of a corps of dedicated lay leaders within each test community. Following both national community leadership institutes, the Fund made grants to the Test Cities and Region to enable directors and lay leaders who had been at Bigwin to demonstrate to larger bodies of citizens in their localities the lessons gained there. These residential "little Bigwins" served to motivate still more people within the test communities to participate in programs of liberal adult education and served to train leaders. Perhaps the most significant comment to be made is that in those same cities today the principal champions of continuing liberal education are the men and women, professional and lay, who were involved in all these residential programs and conferences.

In the utilization of mass media, particularly radio at first and in a few cases television, several of the Test Cities made notable contributions. Some of the methods and materials they developed are still in use and gaining wider application. One city in particular initiated an experiment utilizing local newspapers and radio stations in connection with home-based discussion groups. Beginning with the use of the educational radio series, *The Ways of Mankind*, and going on to develop its own dramatic programs about social and political problems of its

" . . . to transform the entire area into a classroom . . . "

area, the project at its peak involved two papers with area-wide coverage, which printed preparatory essays in their news columns; six radio stations, which took turns broadcasting the recorded material at a variety of convenient hours; several public libraries, which furnished reference lists; and hundreds of home listening-groups. The leaders of the groups were drawn into week-end residential training institutes which also included leading citizens and political officials of the area; the institutes served also to interpret to the area the purpose of the project, "to transform the entire area into a classroom, an electronic extension of the town meeting." This program has become one of the truly significant inventions in adult education and has led to several revolutionary modifications in educational use of the mass media.[1]

On the economics of continuing liberal education, the only clear finding of the Test Cities project was that, like all high quality education, it is a costly enterprise. Foundation help was required to initiate it; its continuance rested upon the willingness of the participants to contribute to its support through fees and contributions, and upon the willingness of established educational institutions to assume continuing responsibility for any elements in liberal programming that, like lay study-discussions, seemed likely to require subsidy. This became a key part of the next inquiry.

1. See *The Community Education Project*, a Four-Year Report, by Dr. Eugene I. Johnson, San Bernardino Valley College, San Bernardino, California, October, 1957.

The Test Cities project gave insight into four major factors in the promotion of liberal adult education in local communities:

(1) Organizational sponsorship by an established educational institution is desirable, a college or university being particularly appropriate.

(2) While many educational methods have their own values, quality programs of *study and discussion* are effective, both through their method and through their content, particularly with adults.

(3) Voluntary contributions cannot be relied upon to finance continuing liberal education; fees and probably other forms of subsidy are also requisite.

(4) Instead of the concept of "coordination" there must be substituted that of leadership to guarantee participation in and support of regular opportunities for continued learning. To do this effectively, frequent conferences and residential programs are essential.

These findings pointed to the need of another project, this time including larger cities, in which emphasis would be placed on the role of colleges and universities in sponsoring liberal education through the group study method, to test a few central questions which had become better defined: to what extent liberal adult education could be based on study-discussion programs alone; whether study-discussion centers could in time learn to create and to exchange viable study-discussion programs of their own; whether such programs could become self-supporting; and, if not, whether the sponsoring institution would find it worthwhile to carry the deficit for the sake of the larger goal.

The Test Centers

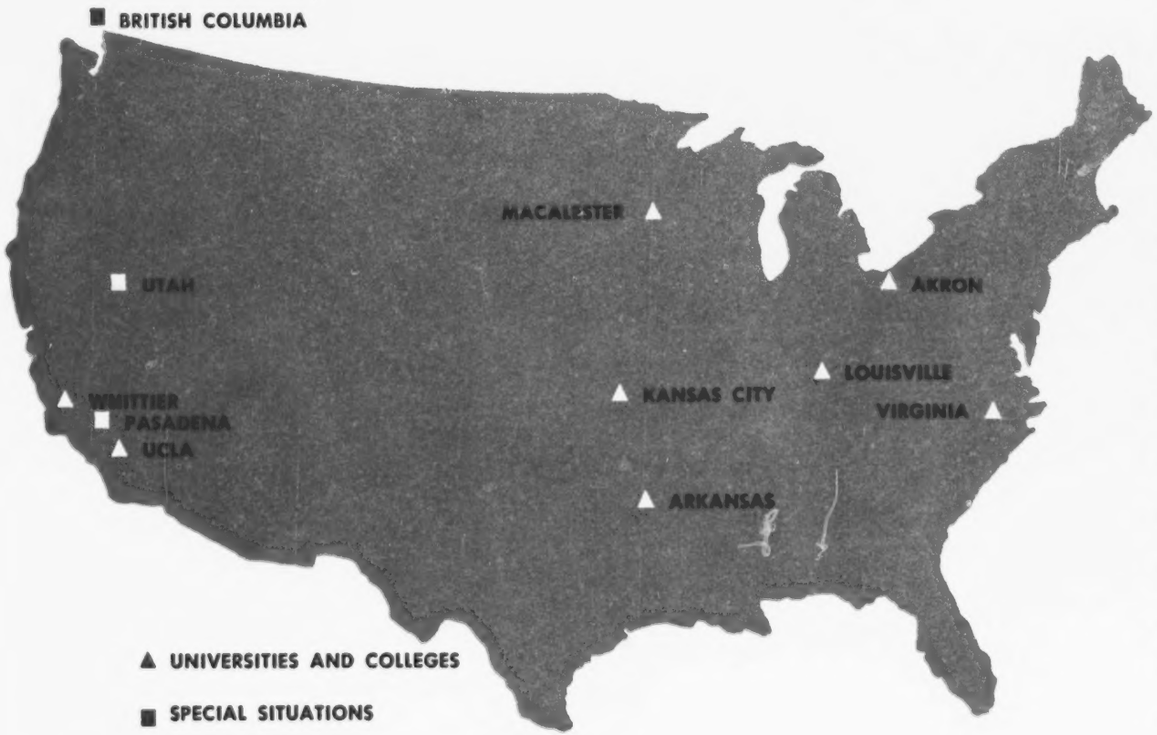
In 1955, the Fund invited a number of colleges and universities to sponsor centers where study-discussion could be given an intensive try-out. Eight of them accepted. Three had been in Test Cities: Akron, where the University took over from the Adult Education Council; Little Rock, where the University of Arkansas took over from the Junior College; and Kansas City, whose University took over from a citizen association. The others were the University of Louisville, the University of Virginia, Whittier College in California, Macalester College in Minnesota and the University of California at Los Angeles. Another Center was undertaken by a newly formed citizen group in Pasadena and became known as the Pasadena Area Liberal Arts Center. In addition, the Extension Division of the University of Utah received permission to utilize the same materials and methods in a state-wide program.

To each of the Test Centers the Fund awarded a tapering grant with the understanding that the difference would be made up by fees alone. At the end of the four-year test period it was the hope

of the Fund that the sponsoring institution would assume full responsibility for future deficits not covered by fees. For the purposes of the experiment, each Center was regarded by the Fund as an exclusive instrumentality which retained a monopoly in the use of the Fund's study-discussion materials in their respective areas. For the first half of the test period, they were also required to use those materials only; during the second half, they were encouraged to devise new programs of their own. Certain exceptions to both these rules were allowed: the materials were made available to the University of British Columbia, to test their utility within the Canadian spectrum of adult education: Southwestern at Memphis, which had taken over responsibility from the original council, had access to them in its continuing status as a Test City. As the fame of these programs spread, through book reviews, displays and word of mouth, it proved increasingly difficult for educational institutions in other cities to understand the arbitrary restriction on the use of these materials. It was not until 1959, however, when the Fund was moving out of the Test Center project, that the opportunity to use the study-discussion programs was made general. As was said in Chapter Two, the response was immediate and widespread.

The Test Centers

". . . where study-discussion could be given an intensive tryout . . ."



The essentials for a Test Center were a sponsor institution with determination to conduct the test carefully, and an able, imaginative *full-time* Director who himself was liberally educated. On this depended not just the programming and management of groups, but the finding and training of non-professional leaders, the invention of necessarily new methods and channels of promotion and the interpretation of the program to the sponsoring institution in such a way as to carry ultimate conviction. At all of these points, the experience of the Test Centers added new knowledge about the conditions necessary to the success of study-discussion. Here, for example, it was learned that the

functions of the organizer-manager are of a different kind from those of the study-discussion leader, and are usually best performed by another kind of person. Here, too, much was learned about the intricate logistics of supplying books, records, films and slides, together with the requisite machines, to scores of groups operating at different times in scattered localities. New insight was gained into the effects on the groups of meeting in different types of physical settings; the use of homes as meeting places increased, ways were found to diminish their inherent distractions, and the phrase "living room learning" became popular.

It was in these Centers that the nature of the study-discussion "audience" began to be revealed. As was described briefly in Chapter Two, participants in the Test Center programs showed remarkable similarities to those in other Centers and in other adult liberal arts study programs: a high proportion of people with some college experience, of predominantly professional and managerial occupations, in middle or higher income brackets, with a moderate majority of women; mostly well-settled in their communities, and active in community or professional affairs. (Interestingly, time has proven this to be the profile also of the majority of viewers of educational television.)

Since the program offered by a Test Center was of an unfamiliar nature, special devices had to be explored for calling it to the community's attention. Attractive brochures mailed to carefully selected lists proved effective when they were followed up by telephone calls, usually made by volunteers. (The enthusiasm and industry of volunteer helpers made many things possible which the lack of budget for paid staff made difficult.) Newspaper articles, and radio and television programs, helped to create recognition of the Center, but it was person-to-person contacts that usually brought people to it.

As in the Test Cities, the Fund recognized that the essence of the problem was leadership. Again, it provided frequent meetings of the Test Center Directors, and frequent visits by staff members and by consultant experts. It also enabled the directors to hold residential week-end leadership institutes in their own communities, to introduce and interpret the program and provide training, both initial and advanced, to the lay leaders of the study groups. Each study-discussion program included a leader's guide giving suggestions about the content and process of discussion; a grant from the Fund also enabled the Center for the Study of Liberal Education for Adults to prepare a syllabus for use in leader training and, again, the Fund convened three national meetings, in the form of residential institutes for professional and lay leaders from the Test Centers. The first, in the spring of 1955, was held at Rancho Santa Fe, California, for presidents and deans of participating colleges and universities and for the Center directors. The second and third conferences, in the summers of 1955

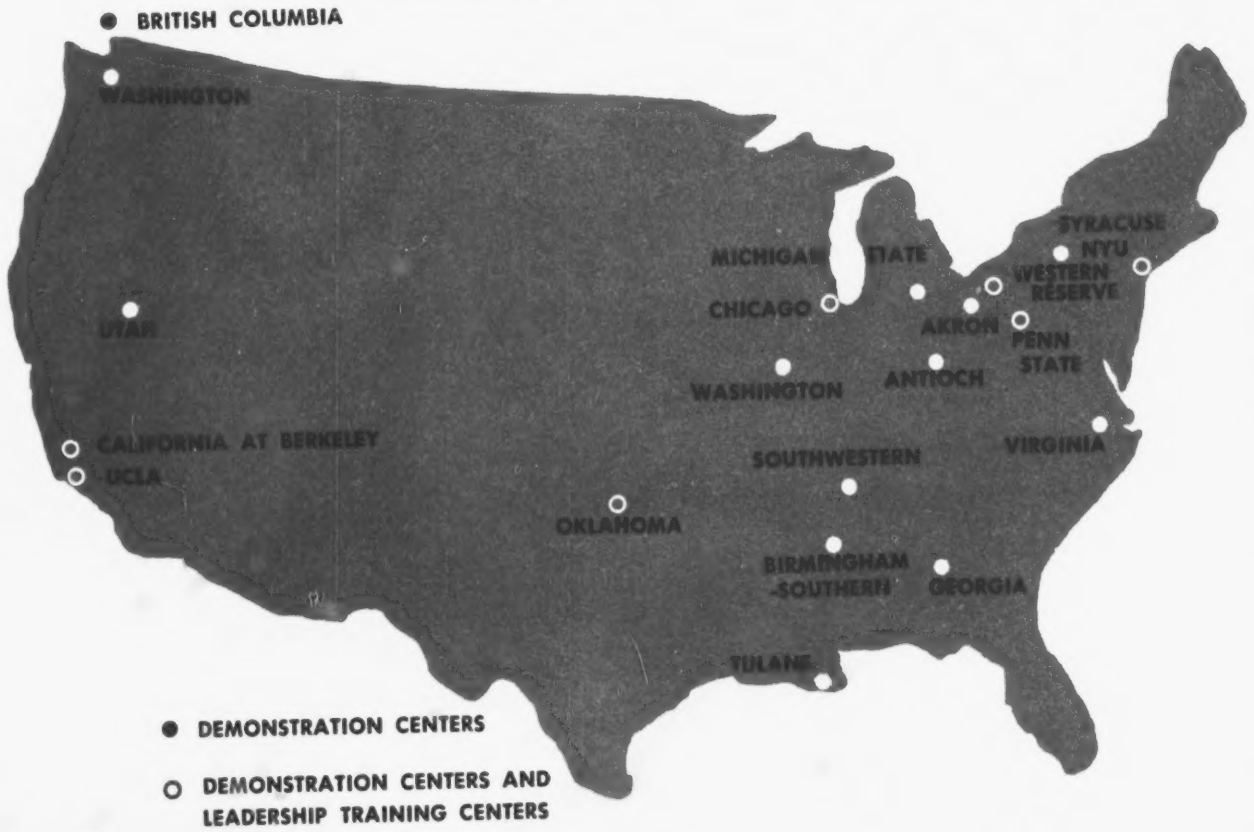
and 1956 at Estes Park, Colorado, added to this roster the volunteer leaders from the communities. As with the Test Cities, it was the lay participants who contributed the real spark of enthusiasm, and who still stand high in the ranks of ardent promoters of liberal adult education in their own areas.

As to the financing of centers devoted entirely to study-discussion, three conclusions were drawn. First, competent volunteers, well selected and trained, can help provide an educational group experience for which participants will pay, and to which the great majority of them will return eagerly year after year. Second, fees of from $10 to $14 per person and $18 for married couples, even with the additional purchase of inexpensive reading materials, are not a barrier for most of the people who are attracted by this kind of educational activity. Third, therefore, a well-run Center with a full-time Director and secretary and a part-time coordinator can earn a substantial proportion of its support from such fees — on the record, from 40% to 65% for college centers, and from 60% to 80% for a university, with its larger staff and population area and its ability to absorb some costs and functions as part of its regular extension or evening college service.

As has been said, liberal education for adults is of necessity a costly enterprise. There are many aspects within it which can more than earn their own way. The study-discussion group, however, which demands high excellence of service for a limited number of members, is likely always to need some subsidy from other sources.

The Demonstration Centers

" . . . to give selected institutions opportunity for the free development of continuing programs . . . "



In 1956, before the Test Center project was completed, but when its lessons were becoming manifest, the Fund launched a final phase of its effort to advance liberal education in depth with a basis in institutions of higher learning. Both the warnings and the lessons of the first two projects were embodied in the new plan, which was intended

to give selected institutions opportunity for the free development of continuing programs. All the proven approaches, the tested offerings and demonstrated possibilities would constitute the foundation on which the institutions could build with new courage and imagination, and with excellence of the educational experience the major criterion.

Seventeen universities and colleges developed a variety of programs by means of special grants. The universities were Akron, California at Los Angeles, Chicago, Georgia, Michigan State, New York, Pennsylvania State, Syracuse, Tulane, Utah, Virginia, Washington, Washington University at St. Louis and Western Reserve. Colleges were Antioch, Birmingham-Southern and Southwestern at Memphis. In addition, Leadership Training Centers, to develop discussion leadership among business, labor and government executives, professional people, organization leaders, and—not least—faculty members, were established at the Universities of California at Berkeley and Los Angeles, Chicago, Oklahoma, Western Reserve, New York and Pennsylvania State. Seven such centers in all were distributed on a regional basis.

Many of the institutions in the Demonstration Center program had demonstrated in earlier years their willingness and ability to provide opportunities for liberal education of adults, and to make such an education a permanent part of their own programs. Grants provided both expansion of the efforts they had already initiated and continuance of them for a period which it was hoped would be long enough to seat these activities firmly in the habits and expectations of the institutions and of the communities around them. As will be seen from a glance at the list, the institutions served large metropolitan areas, middle-sized and small cities, and rural and small town areas; they included public and private institutions, evening colleges, extension divisions and liberal arts colleges. These grants, which were in turn succeeded by the long-term grants of 1960 and 1961 to many of these institutions, affirmed the Fund's conclusion that consecutive, continuous and serious provisions for liberal adult study must be based upon the enduring institutions of higher learning; and, among these, on those that have the personnel, the capacity and the self-image which lead to this sort of dedication.

University Utilization of Educational Television

Chapter One reported that, after a national system of educational television had been established, the Fund turned to exploring how this new medium could be combined with other methods and materials to advance the idea and practice of continuing liberal education. The Fund recognized that coordinated efforts would be required on local and national levels, but that actual experimentation would be done in the community context. Three of the Demonstration Centers were chosen to develop such experiments.

Experimentation in the use of educational tele-

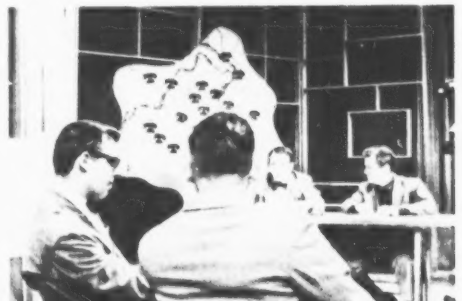
vision for continuing liberal education required (1) a university committed to liberal adult education and educational television; (2) the resources of community organizations sympathetic to liberal adult education and educational television; (3) an educational television station having close relationships with the university and the community; and (4) leaders committed to liberal adult education, skilled in educational television and experienced in the organizations and processes of the community. This complex of requirements existed in St. Louis, Missouri, with educational television station KETC-TV, which is owned and operated by a nonprofit community corporation, and with Washington University which is actively connected with the station and which also operates a Civic Education Center. The purposes of this Center are to promote education in the problems of the metropolitan community; to use mass media, particularly television, to promote and sustain systematic study-discussion; and to identify, recruit and train leaders to organize and conduct study-discussion groups in metropolitan problems and in the liberal arts and sciences.

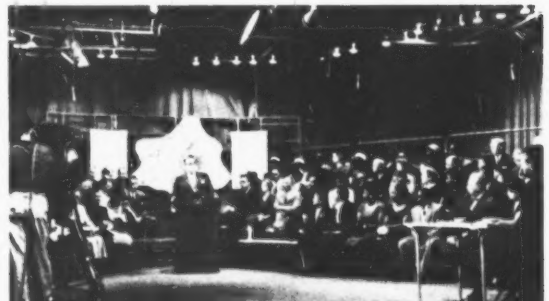
In 1957 and 1958 the Fund made grants to Washington University for an experiment in community organization for adult learning by means of television and related activities. The major activities of the experiment were the development and administration of a civic education enterprise featuring television broadcasts, specially prepared and timed newspaper articles and the organization of Viewing Posts throughout the metropolitan area. Called the "Metroplex Assembly," it has provided permanent educational television programming for the community. It has led to the establishment of several hundred carefully organized study-discussion groups that include many segments of the population. It has been given a permanent base at Washington University for organizing and servicing the discussion groups with a variety of material and for the training of leaders not only of discussion groups, but of other voluntary activities.

A second experiment with educational televi-

Metroplex Assembly

" . . . to use mass media, particularly television, to promote and sustain systematic study . . . "





sion conducted in a community laboratory context was undertaken by the University of Georgia, in a program that combined residential periods and television offerings in an integrated plan. The program, "Basic Issues of Man," was conducted by the Georgia Center for Continuing Education during 1959 and 1960, under a grant from the Fund.

The purpose of the project was to develop a successful combination of residential study and communication by television for the adults of the State of Georgia. The groups that shared *both* residential and television experiences were not numerous; but additional groups were organized throughout the state to use the printed materials in systematic discussion. Many groups not participating in the study groups benefited from the television broadcasts.

Films were produced through joint support by the Fund and the National Educational Television and Radio Center. The television programs were recorded for use elsewhere over television stations and on 16 mm projectors. The entire series plus the study of materials was then made available for use on a national basis.

Thirdly, for the past several years, the University of Utah, in association with the Salt Lake City educational television station KUED-TV, has been experimenting with a wide variety of audience participation programs. An outstanding example of Utah various issues, including bills before the Legislature. This organized public debate, based upon educational television programs produced by the University, supported by texts placed on the editorial pages of the *Deseret News* and with recorded reactions of the groups involved in the legislation, has resulted in state-wide participation in the legislative process of Utah by its citizens.

* * *

In summing up the activities generated in the Test Cities, Centers, and Demonstration Centers, one well-qualified observer comments, "Both the need and the provision for continuing education in maturity have been sharply accelerated in the past decade; and much of the credit for that provision must go to The Fund for Adult Education. Pioneering efforts have been turned into secure enterprises of learning; tentative explorations by institutions of higher learning have been given hearty affirmation; and both local and national organizations have been given new orientation by the Fund's selective attention to the encouragement of liberal adult study of the political, economic and artistic development of modern society. The *climate of intelligence* is warmer, the pursuit of wisdom both more encouraged and more accessible, because of the Fund's dedication. It has moved our whole educational apparatus in the direction of greater freedom and competence for the adult — that is,

. . . advancing the
idea and practice of
continuing liberal education
through national organizations

Fund Goal

- to help continuing liberal education become a permanent part of our national life

National Organizations 4

Analysts of American society since colonial times have observed our people's bent toward organizing into associations to further ideas, interests and objectives. This fabric of associations, extending from the local communities to and beyond the national community, and up and down and across the land, is both a creation of and an instrument for voluntary initiative. It helps us combine strength with flexibility, and variety with unity. It enables us at the same time to invent and experiment locally and to benefit and be benefited nationally and internationally.

As the record clearly shows, the Fund's efforts in behalf of liberal adult education recognized and made full use of this principle. Sometimes this meant the strengthening of an existing organization dedicated to that purpose; sometimes, an effort to persuade an existing organization to undertake efforts along liberal educational lines; and sometimes, it was necessary to create a new organization to carry out the purpose. We have seen how this was done in relation to educational television; and we saw in the last chapter the effort to utilize both institutions and organizations within the local community. At the same time, however, the Fund was seeking to develop a broad national attention to and involvement in this purpose, both to improve the "climate" of public understanding of the importance of continuing liberal education, and also to deepen the channels of communication between communities and organizations so that insights, ideas, experiences, materials and methods developed in one could be transmitted to others in a national pattern of exchange. More than a score of national organizations were helped, or brought into being, during the decade of the 'Fifties.

Broadly, the organizations can be divided into two types: those concerned primarily with adults in their general roles, and those dedicated to particular audiences such as business, labor, agriculture, etc. Both categories of organization were served by the Fund's grants.

National Organizations for General Audiences

The Adult Education Association of the U.S.A.

In 1951, the year the Fund was founded, a new national association of adult educators also came to birth. It had been preceded by two national associations, the American Association for Adult Education since 1924 and the adult education section of the National Education Association since the 'Thirties. As the complexity of the task increased, the leaders in both organizations recognized the need for an expanded effort; and the AEA was the result. Including as it did every kind of adult learning effort, it placed no special emphasis on liberal education as such. But the energetic promotion of adult education as a whole is necessary to the promotion of liberal education as a part, and to the growth of recognition of the need for educated leadership and responsible citizens.

" . . . Of all educational institutions, the public school is the closest to the American people . . . "

The Fund, therefore, gave major support to the general operations of the AEA during its formative years from 1951 to 1958. It also made grants to the AEA for special purposes: the publication of *Adult Education*, its professional journal, and *Adult Leadership*, a widely-read journal chiefly for lay workers in the field. The Fund also underwrote such publications as the 1956 survey volume, *Learning Comes of Age*, and the 1960 *Handbook of Adult Education*.

By 1958 the AEA was reliant for general support upon sources other than the Fund — as had been the goal since its formation in 1951.

offices: administrative headquarters in Chicago; a Council of National Organizations in New York; and an office of liaison with the National Education Association in Washington. Both the latter became independent organizations to which the Fund gave assistance.

The National Association of Public School Adult Educators

Of all educational institutions, the public school is the closest to the American people — situated in every district, supported and controlled by the local citizens. Thus it is in a strategic position to provide educational opportunities to the largest

many groups. Although *liberal* education had been relatively neglected in public school adult programs, both the need and the opportunity were clear; and it became one of NAPSAE's primary objectives to promote the interest in liberal learning among state and local school systems. For this purpose the Fund gave consistent support to NAPSAE through a succession of grants.

With this aid, NAPSAE has exerted constructive influence at all levels, national, state and local. Sub-grants to nine cooperative states were used to create new State Directors of General Adult Education, most of which offices are being continued by the states. State training institutes in the purposes and methods of liberal education for adults were held in more than a dozen states for the adult education directors of local school systems. Three National Institutes for State Directors of General Adult Education were held — the first of their kind — in 1958, 1959 and 1960, with 25 to 30 participants. A fourth was scheduled in 1961 with expenses shared by the states and the Federal Government.

Through these efforts, the decade has seen a steady growth of interest in public school liberal adult education programs, and there is every reason to believe that NAPSAE will continue to exert a steady and growing influence in this direction.

The Council of National Organizations

Much adult education is conducted by and through national voluntary organizations of many kinds. Some have adult education as their primary objective; others make a secondary use of it as a means of reaching their primary objectives. Educational programs are used for the training of adult leaders of youth organizations, for example; for the development of conference techniques; for leader development; for promoting and clarifying the philosophy of the organization among its members; and so on. Again, however, an emphasis on liberal educational goals had not loomed as a major factor.

The Fund gave support to CNO from its inception as an affiliate of AEA and continued to do so into the 'Sixties. Over these years, the Council has moved steadily from its initial concern with techniques and methods toward a deeper concern with ideas, issues and subject matter. In 1954, the Council began to initiate studies and conferences on the development of leadership in voluntary organizations, and later on the role of such organizations within a free society. In 1959, the Fund made a grant to CNO for "An Experiment in Liberal Curriculum Development for National Organization Leadership." A syllabus of readings was compiled and tested by ten national organizations, published in both cloth and paper editions, and made the basis in 1961-2 of a research project into its utilization and effectiveness.[1]

1. *Leadership in Voluntary Enterprise*. Ed. Charles W. Merrifield, New York, Oceana Publications, 1961.

" . . . Much adult education is conducted by and through national voluntary organizations . . . "

The Canadian Association for Adult Education

CAAE is the national organization of Canada concerned with the entire field of adult education. It is an agency for communication between and cooperative action by individuals and organizations — private and public; local, provincial and federal. Because of historic ties with English and French cultures, the liberal component is strong in Canadian education, including adult education. Because of Canada's membership in the British Commonwealth of Nations and its close ties with the United States, adult education in Canada has long been internationally oriented. Because of Canada's English-French culture, its flood of recent immigrants from many countries and its rapidly developing industrialization, Canadian adult education is sharply focused on social issues. Because their relatively small population is unevenly distributed over their vast and varied land, Canadians have learned how to do much with little, and how to combine the media of mass communications with the media of face-to-face communications, for effective information, discussion and education.

Throughout the 1950's the Fund gave aid to the Canadian Association for Adult Education. With this aid the CAAE carried out a series of projects, including the writing and publication of a series of pamphlets on adult education in Canada, entitled the *Living for Learning Series;* the testing in Canada of study-discussion programs produced in the United States; the preparation of an experimental study-discussion program, "Shakespeare and His Theatre"; the stimulation of liberal adult education through colleges and universities and in business organizations and labor unions; a study of the financing of adult education; and fellowships to individuals for study and training.

Nourished by these activities, and those of other Canadian universities and organizations, liberal adult education has flourished and spread in Canada during the ten years. In early 1960, continuing liberal education in Canada was moving ahead at a pace and with a scope matching the vital development of Canada's physical resources and industrial might. Nor were the effects of these activities limited to Canada. They extended to the United States, and through the ties of the Canadian nation and the influence of its leaders in politics and education, to many other peoples belonging to the British Commonwealth and the United Nations.

The Center for the Study of Liberal Education for Adults

This Center, like that for educational television, had to be newly created. With Fund encouragement and financial assistance, the Center was brought into being early in 1951 by the Committee on Liberal Education of the Association of University Evening Colleges. Its purpose was to enhance communication for the promotion of liberal emphasis in evening college adult education, and to create programs and materials to that end. Over the ten years, however, the Center's range of activities has become steadily broader, and it has enjoyed increasing respect from the members of the AUEC. In 1956, upon formal invitation, the Center's services were extended also to the National University Extension Association institutions. In 1958, the Center began to work with a special committee of colleges and universities for Negroes; and in 1959 with a newly formed Committee on Liberal Education of the Association of American Colleges. Thus the Center's missionary work for liberally oriented higher education for adults had spread across the entire spectrum of higher education. The importance of this is evident when it is considered in relation to the Fund's increasing recognition of the great degree to which liberal education for adults rests upon the energies and purposes of the institutions of higher learning.

The Center's first major activity was in the production and evaluation of experimental discussion guides for use of adults in evening college classes. At the same time, the staff was gathering data on the structure and operations of nine repre-

. . . missionary work for liberally oriented higher education for adults . . ."

sentative evening colleges. This study led to a continuing attention to the quality of administrative leadership in the evening colleges, as well as of faculty performance; and, in turn, to a series of faculty seminars and national leadership conferences. Study was also initiated concerning the design of education which is specifically for adults; this led to the special degree programs for adults at Brooklyn College, at Syracuse and at the University of Oklahoma, and to the conception of a "laboratory college" for adults at Northwestern.

The Center, a small institution seeking a large objective, early learned the values of strategic influence. Much of its effort has been directed specifically to university presidents and deans of evening colleges and extension divisions. Its research and communications functions have resulted in an extensive list of publications, widely distributed and eagerly read; and to a clearing house for research data from collegiate and other sources. A small staff has travelled extensively among campuses, and has conducted or aided many conferences, seminars, workshops and meetings of faculty and administrative officers. Its special skill has been the planting of seeds; the few hundred dollars that helped to finance the first all-faculty conference on instruction at a New York university has sprouted into an annual activity zealously pursued by the university itself; and this example could be repeated in many other localities. During the decade, the Center has earned the high regard of univer-

sities, colleges and evening colleges for its unique contributions to the development of a liberal emphasis within their adult programs.

THE FOREIGN POLICY ASSOCIATION

The Foreign Policy Association is a nationwide non-partisan educational institution serving the American people through their own organizations and in their own communities. It seeks to help create a public alert to and informed in matters of foreign policy, to make citizen participation in national and world affairs more effective and to encourage and sustain constructive public discussion and debate about the great issues facing the American people.

From 1952 until 1956 the Fund gave support to the Foreign Policy Association for three activities:

First, the establishment of five regional field operations — in New York City, Atlanta, Cleveland, St. Louis and San Francisco;

Second, increasing the variety of services by the national office to community organizations, such as study bulletins and pamphlets, study-discussion materials, reading and teaching guides, newsletters, speakers' bureaus, film circuits, etc.;

Third, helping communities through direct "seed money" grants, to build new or expanded organizations with professional staffs.

In short, America's growing concern with international problems during the 'Fifties both provided the opportunity for, and was measurably

" . . . citizen participation in national and world affairs . . . "

influenced by the work of the FPA. In the growth of local World Affairs Councils and their equivalents and the rapidly growing use of FPA's *Great Decisions*, it can be seen that the patterns developed during the decade are continuing to characterize the Association's expanding national activity.

THE AMERICAN LIBRARY ASSOCIATION

The development of the public library as an active agency of liberal adult education has been mentioned earlier along with the activities of the American Heritage Project under grants from the Fund. The interest of the Fund in the use of books for the promotion of public intelligence, and the interest of many leaders in the ALA in attracting the public intelligence to make fuller use of books, combined to produce a series of consultations which led to the long and close association between the two organizations. The great service of hundreds of local libraries in giving encouragement and hospitality to Great Books groups was mentioned in Chapter Two. Following the American Heritage grant, an additional grant provided more intensive development of liberal education programs in twenty active libraries. An earlier grant, in 1952-53, provided for a nationwide survey of adult education activities in public libraries. In 1954, the Fund underwrote a national Conference on the Training Needs of Librarians in Adult Education. A major project, which had measurable impact upon the library's vision of itself and the community's image of it, was the Library-Community Project, underwritten by the Fund from 1955 to 1960, which provided for the analysis of community needs and the library's role in meeting them,

" . . . . analysis of community needs and the library's role in meeting them . . . "

and for the development of long-term adult education plans by libraries in eight states selected after competitive application by the ALA itself. As a corollary, the ALA Adult Services Division was able to furnish consultant services in adult education to local libraries and state library agencies. This Division, and the Office of Adult Education within the ALA, were greatly strengthened by grants from the Fund for that purpose.

National Organizations for Special Audiences

In the field of national organizations with specialized membership, the Fund worked consistently with a variety of agencies and groups.

Education for the Business Community

The 1950's witnessed a remarkable development of cooperation between businesses and industries on the one hand and colleges and universities on the other in the development and presentation of programs of liberal education for executives and managers. The most dramatic examples were the programs of Bell Telephone at the University of Pennsylvania, Swarthmore, Dartmouth, Williams and Northwestern. But other approaches were made with "students" from various businesses and industries at such institutions as Clark University, Wabash College, the University of Denver, Southwestern at Memphis, Pomona College at Claremont, California, the University of Akron and Goddard College, Plainfield, Vermont.

In 1957, the Fund edited and published *Toward the Liberally Educated Executive*, an anthology of essays and speeches. This was distributed and purchased widely, running through four editions. In 1960 it was published as a Mentor paperback edition by the New American Library. (100,000 copies in print)

In cooperation with the Center for the Study of Liberal Education for Adults, the Fund conducted a seminar for educators and executives at New York University's Gould House, Ardsley-on-Hudson, New York, in the fall of 1957. The purpose was to clarify the objectives and to compare the ends and means of the rapidly growing number of courses of liberal studies for executives of business and other kinds of organizations.[1]

The National Management Association

The National Management Association received aid from the Fund for educational programs for persons in middle-management positions. These programs make particular use of study-discussion materials. They were conducted in cooperation with the University of California at Los Angeles, Syracuse University, New York University, Western Reserve University, Southwestern at Memphis, Washington University at St. Louis and Denver University, and also were arranged with the University of Tulsa, the University of Kansas City and Emory University.

1. See *New Directions in Liberal Education for Executives*, by Peter E. Siegle, Chicago, Center for the Study of Liberal Education for Adults, 1958.

" . . . developing recommendations for business and public policy that will contribute to the strengthening of the economy . . . "

COMMITTEE FOR ECONOMIC DEVELOPMENT

Finally, the Fund gave support to several activities of the Committee for Economic Development. Grants were matched by CED and also by local groups. The CED is composed of leading businessmen and educators, and its program is devoted, through research and discussion, to developing recommendations for business and public policy that will contribute to the strengthening of the economy of the American society. The CED carried out its work through a number of instruments. The Fund has supported three of these: (1) the Joint Council on Economic Education, which later became an independent agency, conducted workshops in economic education for teachers and administrators in secondary schools; (2) the College-Community Research Centers, in which businessmen and college and university scholars jointly studied economic problems; and (3) more recently the CED Associates Centers.

The program of the Associates Centers was launched in 1959. The object of the Associates program is, through combining discussion with research on problems having national implications, to produce findings and recommendations for which the Associates will take responsibility in the form of public statements bearing their names. Subsidiary to this process of research and discussion is the production of research studies of high quality that can be made available to the community. In 1960 five CED Associates Centers were active: Boston, Dallas, Los Angeles, Atlanta and Kansas City.

On the basis of these beginnings, the Fund is confident that the CED will make increasingly note-

worthy contributions in the field of education for public responsibility.

Labor Education

Two of the main developments in labor education programs during the decade of the Fund's existence were, first, toward a conception of goals and concerns broader than the vocational and economic concerns of the members or the organizational concerns of the unions; and, second, toward more and better cooperation between trade unions and other institutions, particularly universities, in providing educational opportunities for members of unions. These two developments were closely related.

The Fund for Adult Education took active part in helping further these developments. In addition to making money available to the Trade Union Program of Harvard University, it gave support in labor education in other ways.

The American Labor Education Service

The ALES, an independent non-labor educational agency, for more than 30 years has been conducting demonstrations and experiments in the education of trade unionists with respect to public and citizenship affairs. Working with trade unionists, ALES designs projects relevant to the particular group, region or locality, and seeks out the leaders, present and emerging. ALES serves as a bridge between labor and community groups and introduces a wide variety of available resources to interested trade unionists. In turn, it serves educa-

" . . . the education of trade unionists with respect to public and citizenship affairs . . . "

tional institutions and organizations that often need help in reaching trade union groups at all levels.

Beginning in 1951 the Fund gave financial support to ALES. The main objective at first was education in international affairs, and this has remained constant. Another objective was added in the mid-'Fifties: to experiment with programs designed to broaden workers' understanding of our society, emphasizing the humanities. As a result ALES initiated and encouraged programs in labor's participation in community affairs, and in labor's understanding of such subjects as the political process in a democracy, science and technology, and the social sciences.

In 1960 and 1961, aided by Fund grants, ALES deepened its programs in community affairs with emphasis on the humanities; in international affairs with special emphasis on certain tension areas; and in the study of broad social issues, with attention to the historical and philosophical roots of democracy.

The Inter-University Labor Education Committee

In 1951, the IULEC was originally composed of four universities — the University of California at Los Angeles, the University of Chicago, Pennsylvania State College and the University of Wisconsin. Later that year the Board was reorganized to include representatives of four other universities — Cornell University, the University of Illinois, Roosevelt College and Rutgers University — and repre-

The projects of the educational programs for labor in the eight universities, all financed by the Fund, included world affairs, economics, citizenship, community health and other topics.[1]

In 1955, Joseph Mire, the executive director of the IULEC, under the direction of the Committee, conducted a study of needs in workers' education.[2]

The work of the IULEC was worthwhile in its own right. But more significant was the growth of cooperative relationships between universities, within the labor movement, and between organized labor and universities, for a joint approach to meet the educational needs of workers as individuals and as citizens. Out of these relationships came the founding of a new national organization, which is described immediately below.

The National Institute of Labor Education

As an outgrowth of the experience in working together and of Joseph Mire's study of needs and opportunities in workers' education, the IULEC was dissolved and the National Institute of Labor Education was established in 1957 with initial grants from the AFL-CIO and the Fund. Its purpose is to serve as a focus of mutual educational interests for labor unions and non-labor agencies, such as universities, government agencies and foundations. Its board of directors is made up of six representa-

1. *Universities and Union in Workers' Education*, by Jack Barbash, New York, Harper and Brothers, 1955.
2. *Labor Education*, a Study Report on Needs, Programs and Approaches, by Joseph Mire, Madison, Wisconsin, the Inter-Uni-

tives of labor unions (nominated by the AFL-CIO) and eight of universities and the public.

Since its establishment, NILE has passed through two periods. The first was the formative stage when the Institute was organizing and undertaking to prove its worth to labor, universities, foundations and government agencies. During this period most of the operating expenses of the new agency were met by the Fund.

The second period was one in which NILE accepted labor union and other funds for and began to implement a broad program of study and experimentation in a number of diverse fields of interests. Grants from the Fund made possible a study of pre-retirement education, experimentation in educational programs concerned with ethical and moral standards, a national conference on Labor Education for Public Responsibility,[1] and the inauguration in 1961 and 1962 at three universities of ten-week Residential Study Institutes dealing with economics, political science and government, the behavioral sciences, and labor union history and philosophy.

Rural Education

Beginning in 1951 the Fund sought ways of helping to broaden and enrich continuing adult education in rural areas.

It made grants for state projects in Iowa and North Dakota, and for a district project by West Georgia College.[2] It made a grant to the Graduate School of the U. S. Department of Agriculture for meetings of the directors and instructors of the five regional summer schools for agricultural agents. Two workshops were held — at Purdue University in the fall of 1954 and at Louisiana State University in the fall of 1955.

In 1958 an opportunity opened for the Fund to work with the Cooperative Extension Service on a larger scale. In April of that year a sub-committee of the American Association of Land-Grant Colleges and Universities issued "A Statement of Scope and Responsibilities." Two of the nine areas recommended for program emphasis were Leadership Development and Public Affairs. More than half of the State Extension Services soon issued similar statements recommending a broader conception of their role.

In February 1959 the Fund sent an announcement, with a covering letter, to all state directors of Cooperative Extension Services inviting applications for grants that would be made to six states "to encourage and assist the Cooperative Extension Service to move toward greater emphasis upon . . . the education of adults in public affairs and for their public responsibilities."

The six states chosen for grants were Arizona, Illinois, Michigan, Montana, Pennsylvania and Texas.

A Project Coordinator was appointed. An orientation meeting of the state directors and the

1. *Labor's Public Responsibility*, a symposium sponsored by the National Institute of Labor Education, Madison, Wisconsin, 1960.

2. *College in the Country*, by Mildred E. English, Athens, University of Georgia Press, 1959.

program consultants was held at Michigan State University in June 1959. A training session was conducted for the twelve program consultants at Michigan State University between June 26 and September 4, 1959, specifically tailored to the needs of the consultants, both as a group and as individuals. A planning institute was held at the Kellogg Biological Station, Gull Lake, Michigan, in September 1959 for the program consultants and also for from four to eight other persons from each of the participating states. A detailed report on the pilot projects will be issued in 1962; in the meantime, there is every indication that the projects are succeeding in introducing a measure of liberal education into the work in Agricultural Extension.

Continuing Education for College Graduates

The award of a degree from a college or university is always a testimonial of accomplishment. In only a small minority of cases does it seem to be what "commencement" speakers say that it should be — the beginning of life-long self-directed study. Most, if not all, colleges and universities have alumni offices, councils or organizations. Yet only a small minority of them help their alumni "replenish their intellectual reserves" (in the words of Johns Hopkins) or "retain them within the college community" (in the phrase of Alexander Meiklejohn).

In 1956 the American Alumni Council and The Fund for Adult Education jointly sponsored a conference on continuing education for alumni at the Shoreham Hotel in Washington, D.C. Returns from a prior questionnaire indicated that only a few colleges and universities had then, or had ever had, programs of continuing education for their alumni. The conference and the report[1] contributed to what promises to be, in the words of Ernest T. Stewart of the American Alumni Council, "a surging new force in alumni relations."[2]

A number of institutions are working actively at providing opportunities for their graduates to continue their liberal education. In most cases, these are institutions which have had Fund support: examples are, the University of Akron, Southwestern at Memphis, Syracuse University and the Center for the Study of Liberal Education for Adults.

Another of the more unusual experiments which the Fund has helped to finance, is that of Southwestern at Memphis. At its invitation, more than twenty major colleges and universities in various parts of the country contributed $250 each to enable a graduate, resident in Memphis and selected by the institutions themselves, to take part in a special course developed and offered by Southwestern.

One of the inheritances which the Fund has sought to leave to the American culture is the obligation to provide incentive and oportunity for the growing college population to pursue the twin vocations of education and citizenship.

1. *Continuing Education for Alumni*, by Robert J. Ahrens, Washington, D.C., American Alumni Council, 1958.
2. *New Directions for Alumni: Continuing Education for the College Graduate*, by Ernest E. McMahon, Chicago, Center for the Study of Liberal Education for Adults, 1960.

. . . advancing the
idea and practice of
continuing liberal education
through fellowships for professional and lay leaders

Fund Goal

- to create a corps of well prepared leaders and practitioners in general continuing liberal education and the mass media

Fellowships for Professional and Lay Leaders 5

When the Fund began its drive to promote liberal education for adults, in 1951, it very soon became aware of the critical scarcity of well-prepared leaders. It was clear also that the several activities the Fund planned to support and undertake would increase the demand for such people.

For example, it was predictable that, important as the media of mass communications already were, they would become even more important, particularly with the development of educational television, which was then only just getting under way with Fund help. Many other incipient educational efforts would also call for new leadership. This was, in short, one key to everything the Fund hoped to see accomplished. The Fund therefore set up plans for study and training awards to individuals — a program that it carried forward throughout its history. The Board of Directors gave special attention to this activity. Committees of the Fund's Board worked closely with the staff and with the Development and Selection Committees.

Throughout the life of the awards program, the Fund worked in partnership with outstanding men and women in the fields of adult education and of mass communications, profiting from their wisdom and imagination, and in turn making resources available for the purposes and in the ways that they advised.

The Fellowship program was flexible. It took into account the many ways by which liberal adult education might be advanced; the individual circumstances and needs, both material and educational, of the recipients; and the various resources for study and training, academic and non-academic. It made grants to both professional and lay leaders for study and training. It paid attention both to the special needs for trained leadership in Fund-supported activities and to the general need in the field of liberal adult education as a whole.[1]

By January 1952 the Fund had taken the initial steps toward two separate but related parts of this program. The approach was experimental, involving two "development committees" made up of leading figures in adult education and the mass media. The letter of invitation listed four tasks for each committee: (1) to grant internships for lay and professional leaders in liberal adult education and for persons working in the mass media; (2) to plan the training programs for the interns; (3) to provide for whatever studies might be deemed advisable; and (4) to make recommendations for a permanent program of grants.

The General Program

The first Development Committee, of eleven persons distinguished in various aspects of education, was appointed in March 1952. By the end of the year, the committee made its recommendations

1. For a full report, including names of committee members and recipients in the Gould House Conference, see *Able People Well Prepared*, by Ronald Shilen, White Plains, The Fund for Adult Education, 1961 and previous Fund Reports (out of print but

on the basis of its deliberations, studies and experimental grants.

These recommendations were for a program of awards focusing on liberal adult education. The objective was to give awards to adults whose learning would have a "multiplying effect" upon the learning of many adults: *the teachers of teachers or leaders* of adult learners, and secondarily for the teachers or leaders themselves. The aims were to provide and improve the quality of training opportunities, and to encourage hospitality to improvements in the practice of adult education.

THE MASS MEDIA PROGRAM

Invitations to serve on the Development Committee on Internships, Scholarships and Fellowships in the Mass Media were sent and accepted in June 1952. The members were seven, all distinguished in their fields. Two of the seven were also members of the other Development Committee, in order to achieve coordination between the two programs of awards.

The committee made its recommendations in the spring of 1953. These recommendations were "concerned with both the educational and the commercial segments of the mass media and also with the relationships between the two . . . and . . . with both the more novel media, like television, and the more familiar media, like the press." The committee stated that the purposes of the program were "To increase the number of gifted, well-prepared media of mass communications," and, above all, "To encourage persons in the mass media to think of themselves as educators; to promote an awareness of common purposes between the field of the mass media and the field of formal education; and to promote a two-way relationship between the mass media and community education."

At its January 1953 meeting, the Fund's Board approved the General Program. A National Selection Committee of eleven members was set up, composed of members with varied experience in the field of adult education. The public announcement of available grants was made in June. The applications were screened, applicants interviewed, and in February 1954 the National Selection Committee reported that a total of 120 grants had been made.

The Fund pursued no regular program of individual study-training awards in 1954. During this interim, the Fund devised and administered an alternate plan sharply focused on other Fund-sponsored activities, with candidates nominated and recipients chosen by the Fund itself. Four individuals were given what were called "special grants" during the period from October 1954 to September 1955. Some money from the "Special Grants" budget went to the Foreign Policy Association for a program of Residential Seminars on World Politics. These served community leaders in international affairs education through a series of three-

tions, from this country and abroad, serving as "faculty."[1]

Late in 1955 the Fund resumed its program of publicly-announced open-competition awards. In February 1956 another National Selection Committee made grants to 42 persons in liberal adult education.

The Combined Program and Special Grants

In the spring of 1956, while continuing its program of study-training awards in the field of liberal adult education, the Fund began a program of study-training awards in the field of the mass media, to give new emphasis to their educational use. These grants were exclusively for persons "in creative and transmissive positions in the mass media."

During each of the years from 1956 to 1959, the amounts made available for fellowships were divided approximately evenly between adult education and mass media. The National Selection Committee consisted of ten persons, five members constituting the body for selections of the Mass Media Fellowships, the other five for the General Program. Furthermore, from 1956 to 1959, the Fund's Directors allotted an additional amount for Special Grants supplementing the publicly announced program, and permitting greater flexibility. The awards were made by the staff of the Fund,

1. This activity eventually became the program of Cultural and Educational Exchange at the University of Pittsburgh, under the direction of Dr. Shepherd Witman.

" . . . supervised internship in working situations . . . "

with approval of a committee of the Board. Seven persons received "Special Grants" Fellowships between 1956 and 1960.

The Canadian Association for Adult Education was also given special grant money for sub-granting in each of the four years. A selection committee of Canadian educators chose the recipients of the sub-grants, who were Canadian adult educators and persons in related positions in the mass media. Approximately 15 persons received study-training aid in amounts ranging from several hundred dollars to a maximum of $2,000 during each of the four years.

During the same four years, grants were made to the Center for the Study of Liberal Education for Adults to bring key persons in university extension divisions and evening colleges to the Center for internships of from three to six months.

A one-week Institute was held at New York University's Gould House in each of the four years from 1957 to 1960 for recipients of Fellowships in the mass media. The purpose was to enable the recipients of the grants to know one another, to consider the roles and the problems which they had in common, and to meet with key persons in mass communications and education so that they could jointly consider the role of the mass media in the liberal education of adults.[1]

The Fund's awards for training and education were distributed widely, both in the channels

1. See Appendix for list of those who attended.

" . . . to consider the roles and problems which they had in common, and to meet with key persons . . . so that they could jointly consider the role of the mass media . . . "

through which opportunities are made available to American adults to continue their liberal education, and in the several states. The actual richness and depth of the Fellowship program could be depicted, and its results suggested, only by many detailed case histories.[1]

The Fund's awards were for educational and training experiences specifically chosen or tailored to fit the recipients' needs and situations. In some cases, this meant supplementing technical abilities with a deeper and broader grounding in the liberal arts and sciences. In other cases, it meant the sharpening of broad liberal backgrounds to the keen point of application in particular situations. In still other cases it meant visits to observe centers where significant activities were under way; supervised internship in working situations; or study combined with practical experience.

A roster of the recipients of Fund Fellowships includes men and women in key positions in many important national educational organizations. It also includes officials in state agencies of the public schools and libraries. It includes administrators, teachers and creative persons in the adult education programs of colleges and universities, schools, libraries, community councils and voluntary organizations. And it includes officials, elected and appointed, and leaders, paid and volunteer, from Federal, state and local governments, from labor unions, businesses, agricultural and other national organizations and service clubs.

In the mass media, the roster of recipients ranges from persons in positions of national coverage — press services, radio and television network programming, coast-to-coast circulation — to persons serving local audiences. In educational broadcasting, the roster includes officials and program-creators ranging from national associations and centers to local stations. The recipients include persons in the headwaters of teaching and research in university Communications Centers, and persons working on the frontiers of the mass media.

The 367 awards made it possible for many able persons to realize or enhance their potentialities — persons already outstanding given an opportunity to reflect and study, or to pursue advanced work; persons in mid-career enabled to complete their professional study and to prepare for greater responsibilities; and young persons of promise beginning their careers. The awards made it possible for several persons in other professions to shift into important posts in adult education.

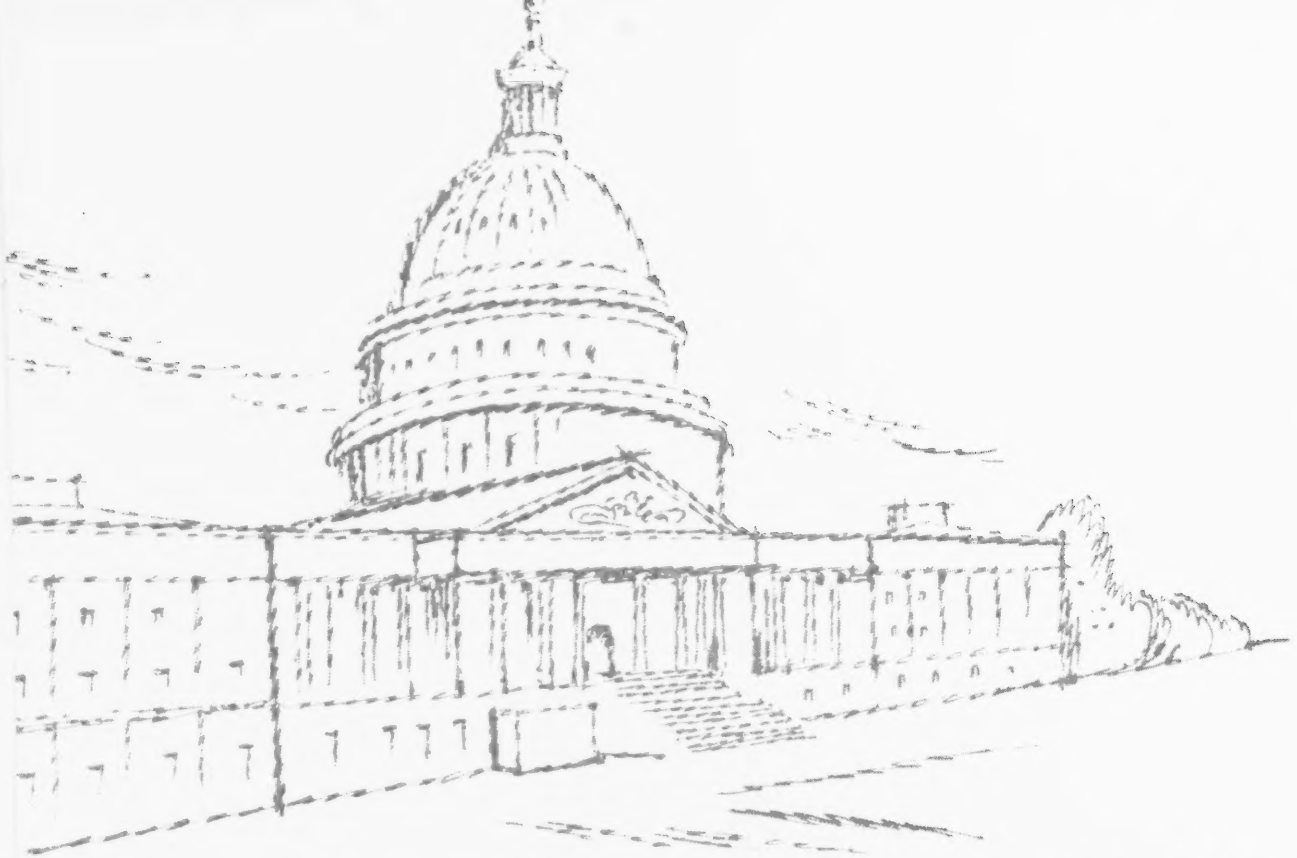
At the beginning of the 1960's, the corps of leaders well prepared to advance liberal adult education was much larger and more effective than it had been a decade before, as a consequence not only of those directly aided by Fund Fellowships, but also of the many other persons inspired and prepared through the "multiplying effects" of the grant program.

1. Charts in the Appendix summarize the distribution of these grants.

. . . advancing the
idea and practice of
education for public responsibility

Fund Goal

- stimulate and help educational institutions
  and national organizations to provide programs
  especially designed for leaders
  and emerging leaders



Education for Public Responsibility 6

". . . I am heartily in accord with the statement . . . A large part of the government of free peoples lies in the voluntary activities of our people outside of government, . . . the more things we impose on the government, the more our freedoms will be impaired."

". . . I am . . . very much interested in adult education . . . our grown people need such a program, and a continuing one, and you are to be congratulated on the fine work you have begun . . . our own people sometime fail to appreciate what they have and what they must do to keep it."

". . . I congratulate the Fund For Adult Education for concentrating its efforts on 'Education for Public Responsibility' . . . I attach special importance to liberal education affecting present and potential leaders."

In 1959, the Fund decided to bring together the major elements of its earlier efforts in order to focus attention on Education for Public Responsibility.

As was said in the Introduction to this Report, the Fund's Board in January 1953 had stated as its purpose the supporting of programs of liberal adult education "which will contribute to the development of mature, wise and responsible citizens" through a selective emphasis on "world affairs, political affairs, economic affairs and the humanities." Education for Public Responsibility, in turn, meant simply that selective emphasis should be placed upon those subjects, including certain aspects of philosophy and literature, which have direct bearing upon the ability of individuals to equip themselves for the responsibility of leadership within a self-governing society; and selective emphasis also upon persons in or coming into positions where their decisions and actions have wide consequences.

In one sense, the enphasis on education for public responsibility was occasioned by the revelation, begun with Sputnik I in the fall of 1957, that the Soviet Union was rapidly overtaking the United States in the capacity to make war not only potentially, but actually, while holding to its goals of world domination. This was more than the challenge to one nation by a rival nation. It was a challenge to one way of life by another way of life, and the implications embraced not only the American people but all the peoples on earth. Inescapably it was a challenge to one philosophy and system of education by another philosophy and system of education, and it posed to the American people fundamental questions of values, purposes and responsibility. In a deeper sense, however, the need for a committed and responsible citizenry is inherent in our own adventure of self-government. As freedom is linked with responsibility, so too education for personal freedom and for public responsibility are inseparable.

In 1958, therefore, the Directors concluded that the Fund should supplement its general program of liberal adult education with a special emphasis upon educational opportunities to prepare people for positions of public responsibility. Education for public responsibility is a special kind of liberal education, designed for particular audiences and aimed at particular purposes. The Fund assumed that institutions of higher education, and some national organizations, would be the principal agents of such education.

The program emphasis was preceded by intensive preparations. The Fund consulted fifty leaders in various fields. Eighteen of these conferred with the Fund for two days in September 1958 to criticize an analysis and a proposed approach. The Directors then undertook an inquiry into the ways by which the American people can increase and improve educational opportunities for leaders and emerging leaders. This effort was

warmly endorsed by then President Dwight D. Eisenhower and former Presidents Herbert C. Hoover and Harry S. Truman, as well as other prominent citizens.

Mr. Eisenhower wrote, "Intellectual growth cannot, must not stop when individuals complete formal schooling . . . I attach special importance to liberal education affecting present and potential leaders; men and women who, accurately informed and able to reason critically and creatively, may well serve as focal points of information and stimulation in all the communities of this free land." "A large part of the government of free peoples lies in the voluntary activities of our people outside of government," wrote Mr. Hoover. "The more things we impose on the government, the more our freedoms will be impaired. The more we accomplish through participation in the great voluntary association of our people, the less will be the encroachment of government in our lives . . . preparation for participation in them is a fundamental . . . And beyond these activities is the national need for individuals who have prepared themselves for public service." Said Mr. Truman, "in answer to a letter on the subject . . . I said that native Americans needed education in the affairs of their government much more than our new citizens from foreign lands who must, of necessity, be thoroughly acquainted with the history and workings of our government."

The Fund sent a preliminary document to 127 national leaders in various fields, requesting their reflections, recommendations and suggestions. On the basis of their replies, and of further planning taking these into consideration, the Directors of the Fund, on June 17, 1959, issued a statement to the American people, under the title, "Education for Public Responsibility."

The Directors of the Fund proposed that varied and systematic educational opportunities be provided through organized and continuing programs:

> "The clientele for these educational programs should be: (1) those who now bear public responsibilities—in private or semi-public or public positions, in the local community or the state or the nation; and (2) those who by their accomplishments and promise seem likely to assume these responsibilities during the next five, ten or fifteen years . . .
>
> "The educational experiences should be of two kinds: (1) systematic and sequential study of principles and issues, problems and situations in public affairs, ranging from the local community to the world; and (2) practical experience through participation in the affairs of the community, state and nation, and of voluntary organizations."

The Directors indicated that the magnitude of the task required "commitment, imagination, money and time" from institutions and agencies of many kinds, both public and private. They de-

fined the role of the Fund as that of giving stimulation, aid and encouragement to the proposal.

The President engaged the services of two special consultants: Harlan Cleveland, then Director of the Maxwell Graduate School of Citizenship at Syracuse University and now Assistant Secretary of State; and John W. Macy, Jr., then Executive Vice-President of Wesleyan University, and now Chairman of the Civil Service Commission.

The Fund announced that as a start the Fund would concentrate on four major activities: projects in cooperation with universities and four-year liberal arts colleges, with national organizations, with the mass media and fellowships. All Fund Fellowships, beginning in 1959, emphasized education for public responsibility.

The Directors' statement on Education for Public Responsibility elicited a response more rapid and more widespread than anything the Fund had done, not excluding its promotion of educational television. From thousands of letters, telephone calls, conversations and conferences, the conclusion was inescapable: the Directors had voiced a concern deeply and widely held, and had made a proposal to which millions of Americans are ready to respond. It was as though a cutting edge had been honed for both American education and American leadership.

Prominent among these responses was an extraordinary number of requests for practical advice and assistance — not only financial, but even more urgently on matters of actual program development, sources of personnel, methods of informing the public, and techniques for special appeals to special audiences. These requests came from a wide variety of responsible sources: people prominent in education, industry, national organizations, politics, the press and many other sources.

The Fund's answer was to suggest a series of activities designed to seek objectives both in depth and in breadth. The cardinal goals were two: the involvement of institutions of higher learning and of national organizations working with universities; and the provision of new data, ideas and materials appropriate to this new field of study.

Colleges and Universities

The Fund turned first to the seven institutions in which Leadership Training Centers had come into being through Fund grants, as described in Chapter Three. At the same time, and in addition, certain other colleges and universities which indicated both interest and ability were selected to undertake pilot projects in education for public responsibility. These include the University of Akron, Bethany College, Boston University, the University of California at Berkeley and at Los Angeles, the University of Chicago, Detroit University, Loyola University in Chicago, the University of Minnesota, New York University, the University of Oklahoma, Pennsylvania State University, Southwestern at Memphis and Tufts University.

The Arden House Conference

From March 27 to April 1, 1960, The Fund for Adult Education sponsored an institute at Arden House on Continuing Education and Public Responsibility. The Institute was attended by fifty leaders in the field of continuing education in the United States and Canada — deans, directors, professors and administrators representing thirty-six universities and colleges, public and private, and centers and foundations throughout the country. (Some of the papers presented at this conference have been included in a book soon to be published by W. W. Norton and Company.[1])

At the invitation of the Fund these persons met together for six days to examine the future prospects for the continuing liberal education of adults — including education for public responsibility — and to examine ways in which institutions of higher learning and organizations of various kinds might support and advance this burgeoning educational movement. The six-day Institute was an intensive inquiry into the substantive and administrative issues, and purposes and future possibilities of continuing education. It took place in an atmosphere of earnest self-examination and sincere dedication.

The proceedings of the Institute left no doubt that the colleges, universities and organizations represented there had become genuinely committed to the goals of education for public responsibility.

1. *Education: The Challenge Ahead*, edited by C. Scott Fletcher.

" . . . fifty leaders in the field of continuing education met for intensive inquiry into future possibilities of continuing education . . . "

National Organizations

In the Fund's relations with all national organizations after 1958, education for public responsibility naturally became a major factor. Its growing reliance on the educational leadership of colleges and universities resulted in an additional requirement that national organizations work in close cooperation with institutions of higher learning in the development of "EPR" projects supported by Fund grants.

The Fund was already working in partnership with organizations of widely varying kinds. It was evident, however, that there are particular groups from which American leadership is most frequently drawn and by which it is influenced; prominent among these are the law, education and the other professions; and national men's and women's organizations concerned with the general welfare. From several of these and others came proposals for new experiments in the development of an educated leadership.

The Fund made a grant to enable the American Bar Association and the American Law Institute to hold a national conference on the Continuing Education of the Bar. The three-day meeting at Arden House in December 1958 was attended by 110 judges, members of law school faculties and leaders of the Bar from 48 states. One early consequence was that an informal group of lawyers, judges and teachers of law organized themselves into a committee which met in January and April of 1960 — again, with Fund assistance. The statement issuing from these meetings contained a recommendation concerning the education of lawyers in issues of public policy:

> "We see a need for an organization, professional in character, adequately financed and assured of continuity. This organization would prepare educational materials and programs and would enlist the services of the Joint Committee of the American Law Institute and the American Bar Association, state and local bar associations and law schools to promote and present them. The content of the materials would combine instruction in specific techniques with discussion of public policy issues, in varying degrees according to the nature of the subject matter and the local needs."

Subsequently, the members of the committee founded the Council on the Education of the Bar for Public Responsibility.

A second innovation was developed by the American Veterans of World War II (AMVETS). Under this plan, selected local posts chose members who had demonstrated active interest in public issues; each of these received a scholarship providing a period in residence at American University in Washington, D.C. An intensive experience in discussion of major problems here was followed by carefully planned study at home and further meetings with groups of other recipients.

The leaders of the organization are determined to intensify and expand this pilot project.

A third grant of special interest went to the League of Women Voters, through the Carrie Chapman Catt Memorial Fund, for a project in cooperation with Syracuse University. Called "Government in Action," it has four objectives: to provide present and emerging community leaders with basic education in the structure and operation of American governments at all levels; to give these leaders an opportunity to contribute their own experiences as part of the material for discussion; to develop effective materials for study; and to train the leaders in using both the materials and the method to promote within their own organizations a greater interest in government. Later, another grant was made to the newly established Education Fund of the League for another version of "Government in Action" in cooperation with Indiana University, stressing the use of audio-visual methods and materials.

The second cardinal goal, as was said, was the provision of new data and materials for use in building new programs dealing with education for public responsibility. Two activities were undertaken toward this end: the Depth Interviews and the Awards Program.

The Depth Interviews

One source of insight into the problems of public leadership was serious questioning of existing leaders about their own histories, their preparation for the positions they hold and have held, their vision of the job they should be doing, their definition of leadership in general and as embodied in contemporary leaders whom they admire and their ideas of how new leadership should be developed.

Such a series of interviews was undertaken by the Fund during 1959 and 1960. The criteria of selection of the interviewees were that they have records of major and honorable accomplishment in public affairs; that they be sufficiently introspective to provide useful insights; and that, among them, they present a cross-section in terms of geography, vocation and interests.

Actually, there were two series of interviews. One list comprised some fifty national figures from government, education, law, business, industry, labor, agriculture, the press and other major fields of endeavor. The other, seeking the same objective, focused on leaders within a single community, St. Louis, and was conducted jointly by a member of the political science faculty at Washington University and a woman member of the local Bar.

Books based on each of these series of interviews — carefully respecting the privacy of the persons interviewed — are being prepared for commercial publication. They are intended to serve not only adult groups but schools and colleges as source materials for the study of the nature of leadership in American society. Other universities are considering similar ventures in depth into the nature of leadership in their city or state.

The Awards Program

A second effort to elicit new ideas and fresh statements that would focus educational attention on the issues of public responsibility was a search for the best thinking of the nation's leaders, to serve as guide-lights for educational programming.

In April 1959 the Fund announced that it would award $1000 each for the six best book outlines on the subject of executive leadership in the United States, and that further awards of $8000 each would be given to one or more winners to permit development of their outlines into book-length essays. The awards were designed to elicit and give emphasis to mature reflection on the nature of public leadership and on ways in which more adequate education can be provided to prepare American leaders.

The judges of the book outlines were Thomas K. Finletter, Chester I. Barnard and Robert D. Calkins. The winners were Harlan Cleveland, for an outline on "The American Public Executive"; M. Joseph Dooher, Executive Editor and Roland Mann, Managing Editor of *Dun's Review and Modern Industry*, on "The Policy Makers"; Frank J. Holmes, Professor of Psychology, Illinois Wesleyan University, on "The Psychology of Responsible Leadership"; Mark Starr, former Educational Director, International Ladies Garment Workers Union, on "Leadership"; Gus Tyler, Director, International Ladies Garment Workers Union Training Institute, on "Leadership in a Democracy"; Professors Charles Woodhouse and David S. McLellan of the University of California, on "Leadership Style in American Foreign Policy." Harlan Cleveland and Frank Holmes were commissioned by the Fund to develop their outlines into books.

In April 1959 the Fund announced that it would make awards of $1000 each for the six best speeches made or articles written during 1959 and 1960 on public leadership — three for each year. The awards were designed to further the same purpose as were the awards for book outlines — to generate serious consideration of leadership in the United States and of the kind of education it requires.

The judges for the 1959 awards were Chester Davis, John Kenneth Galbraith and Ordway Tead. The winners were Emery F. Bacon, Director of Education of The United Steelworkers of America, for a speech on "Achieving Excellence in Labor Education"; Scott Buchanan, Consultant, The Center for the Study of Democratic Institutions, for an address on "Learning Under Law"; and F. S. C. Northrop, Sterling Professor of Philosophy and Law, Yale University, for an article "What Kind of An American Civilization Do We Want?"

These three pieces, together with eleven other speeches and articles that were in the final considerations, were published commercially in 1961 as a book by W. W. Norton and Company, entitled *Education for Public Responsibility*.

The judges for the 1960 awards were Ralph McGill, F.S.C. Northrop and Charles P. Taft. The winners were Howard Mumford Jones, Editor of the John Harvard Library, Harvard University Press, for an article "The Scholar As American"; Kenneth Underwood, Professor of Social Ethics, The John E. Andrus Center for Public Affairs, Wesleyan University, for a speech on "What Responsibility Does the College or University Have in Developing Public Leaders?"; and J. Roby Kidd, Secretary-Treasurer, Social Science Research Council, Ottawa, Canada, for a speech on "The Creative Crusade."

The book to be published by W. W. Norton and Company in 1962, under the title, *Education: The Challenge Ahead*,[1] will contain these and other contributions.

In addition, the Fund asked three scholars, Wendell Bell, Richard J. Hill and Charles R. Wright, all then at the University of California, Los Angeles, to review the literature on public leadership in the United States. The result was a report reviewing and organizing a substantial portion of the social science research literature dealing with public leadership and citizen participation in public affairs in the United States. In 1961 it was published, with a 32-page bibliography, by the Chandler Publishing Company, San Francisco, under the title, *Public Leadership — A Critical Review with Special Reference to Adult Education.*

1. See page 85

Cooperation with the Mass Media

The enlistment of educational institutions and national organizations, and the presentation of new types of material, furnished two of the legs which supported the tripod of Education for Public Responsibility. The third requirement was to bring the nature of the problem to public awareness through programs in the mass media. This would clearly be a powerful reinforcement for the cooperating agencies. The Fund supported a number of projects in the mass media, of which two may serve as examples here.

Image America

Beginning March 28, 1960, The Fund for Adult Education and the National Broadcasting Company jointly presented a series of sixteen 90-minute radio broadcasts designed to improve public understanding of how our society works so that more people would be stimulated to play a role in shaping its future. The series, "Image America," enlisted a variety of competent critics and observers in this country and abroad in an effort to reveal the character of America, its people and its institutions, through an appraisal of their strengths, their weaknesses and their probable future.

Individual programs dealt with the web of government, business and industry, the working man, agriculture, the community, the family, politics, education, culture and the mass media, the American character, philosophy and religion, human and scientific frontiers, the image of the

United States abroad, American foreign policy, etc. The format consisted largely of taped interviews with outstanding authorities and representative spokesmen in the areas covered; narration was by Robert Considine.

The de Tocqueville Series

In the late 1820's, the young American republic was visited by an exceptionally acute observer from France, Alexis de Tocqueville. Not only his *Democracy in America*, but his journals and letters have held up to generations of Americans a mirror into which they have gazed with surprise at their own image. New York University, in 1959, undertook with Fund subsidy to develop a recorded series of dramatizations based on de Tocqueville's writings, for radio presentation. Directed by historian George Probst, the series was produced by the Canadian Broadcasting Corporation. It will be heard in this country initially over NBC, starting in January 1962 and later over other stations, both commercial and educational. Agreements already in being provide for later broadcast over the Australian, British and Canadian radio networks. In the form of recordings, accompanied by printed materials,[1] they will be made available to study-discussion groups throughout the country.

Like "Image America," the de Tocqueville series is on radio and records only. The next chapter will describe some of the television projects designed to serve similar purposes.

1. See Appendix. This will include:
Democracy in America, by Alexis de Tocqueville, New York, Vintage Books, 1958.
The Happy Republic, edited by George Probst, New York, Harper and Brothers, 1962.

The University Council on Education for Public Responsibility

During the latter part of 1960 and early in 1961, and following the negotiations which led to the long-term grants (Chapter Seven), which gave major emphasis to "EPR," discussions among the chief executives of the institutions involved revealed a deep commitment to the future of this program. The group of eleven university presidents, who had worked closely with the Fund over a period of years, decided to create a permanent University Council on Education for Public Responsibility in order to provide regular means for enhancing the effectiveness of the work of all the institutions and organizations concerned with this special and important aspect of continuing education. Eventually, it was thought the Council should expand to include other universities engaged in this work, and ultimately to include representation from other countries in the free world.

The Council will foster the exchange of ideas and program practices, and will pay attention to the development of public responsibility as a major goal, through close collaboration with deans and directors of divisions concerned with continuing higher education.

A meeting in Chicago, to be attended by the eleven university presidents and their deans, together with representatives of the Federal Govern-

ment and private organizations involved in this field of adult education, is scheduled for late 1961, to complete plans for the Council.

A recent letter from Assistant Secretary of State Cleveland contains these reflections on the project as a whole:

"There is no doubt in my mind that EPR was and remains one of the truly good ideas for action to be squeezed out of the huge increase in public discussion about American education, and public expectations about its improvement, that followed the launching of the first Sputnik.

"Your program tackled the matter of public responsibility at its core: among people already responsible (whether they know it or not) for public policy. It correctly analyzed a fundamental fact about our society — that opinion on public policy questions is formed in each community by the attitudes and utterances of local leaders, whether those leaders have come to local prominence through their understanding of public policy questions or through other talents for leadership not involving deep study of the metropolitan problem, the nature of modern industrial society, or the posture of the United States in an interdependent world. You undertook to reach these "natural" leaders, to interest them in the world's most interesting and relevant issues, and thereby stir them to action and leadership outside their special bailiwicks that brought them above the invisible line that separates leaders from followers on the issues of the day.

"There is no doubt that education in this sense is the priceless ingredient in a democratic foreign policy. The supposedly arcane diplomacy in which the State Department engages from day to day is both strengthened and restrained by the degree to which the nation's opinion leaders (a far larger category than its editorial writers) appreciate the politics of international affairs. They can learn about the politics of international affairs; it is no more difficult than coming to a sophisticated understanding of the cross currents of politics (party politics and the politics of community interests and organizations) in their own home towns. In fact the two kinds of politics have much in common — in neither are formal statements the main coin of political communication, both require a wide consensus among relevant powers to make anything happen.

"I have been particularly glad to see you working more and more with and through universities, which can (or ought to be able to) see the connection between the politics of community-building and the politics of international institution-building. The continuing committee of university administrators on the Education for Public Responsibility project strikes me as a most creative approach to the task of broadening the impact of what you started at The Fund for Adult Education. More power to you!"

. . . advancing the
idea and practice of
continuing liberal education
through long-term grants

Fund Goals

- **to re-inforce the advance in continuing liberal education made during the past decade**
- **to provide resources and arrangements for further advances in the decades ahead**

Conclusion 7

Long-term Grants . . .

Late in 1959, it was decided that in the future The Ford Foundation would assume direct responsibility for the areas of the Fund's interest. Accordingly the Directors of the Fund decided to conclude active operations by June 30, 1961; and to make final grants in such a way as to give maximum reinforcement to the significant trends that had been established in continuing liberal education, and maximum impetus to further advances during the next decade.

The Board's review of the preceding eight years led to the encouraging conclusion that the idea and practice of liberal education for adults had made major advances. Educational television was growing steadily. Adult group study and discussion had won acceptance by a wide audience, and by important universities and colleges, as well as by many schools and libraries. The fellowship program had both attracted and served a variety of able people. A number of institutions of higher learning were committed to the goals the Fund had sought to further; national organizations of considerable influence were placing greater emphasis on these goals, and the new national organizations created to advance them were making notable headway. Finally, education for public responsibility had gained national recognition as a major target of educational effort. These, then, — with the exception of the Fellowships — were the trends which the Board determined to sustain and strengthen.

To achieve impact in depth, the Board decided to give grants to colleges and universities on the basis of the proven ability of given institutions and organizations to perform with excellence the roles which the Fund's objectives required; and of their willingness and ability to double the reach of the Fund's grants by matching them with equal amounts from other sources.

The first long-term grants, therefore, went to ten universities and a liberal arts college. In the East, they were New York, Syracuse and Pennsylvania State; in the Midwest, Akron, Chicago and Washington in St. Louis; in the South, Southwestern at Memphis; in the Southwest, the University of Oklahoma; in the Northwest, the University of Washington; in the West, the University of California; and, in Canada, the University of British Columbia. These grants were for periods ranging from four to twelve years; and they were specifically given for programs of liberal adult education, with special emphasis on education for public responsibility. An additional grant for study-discussion in extension went to the University of Utah. Earlier grants, such as those for Leadership Training Centers, were of course still in force also.

By the matching provision, the $2.5 million that went to institutions of higher education became $5 million. By these matching funds the institutions gave most emphatic evidence of their commitment to the advancement of continuing liberal education.

To achieve national impact in breadth, the Fund decided to give grants to certain selected national organizations, to provide them with the means to perform strategic services for educational

institutions in general, as well as for the publics which they themselves normally reached. As before, these included organizations serving both general and special audiences.

Once again, the whole field of national organizations was reviewed afresh; and again, the choice fell on those that could wield specific influence in areas of particular importance. Nine national organizations received long-term grants; the total amount, including some matching funds, came to about $3 million. The Center for the Study of Liberal Education for Adults received the largest grant, as the organization best able to advance continuing liberal education among universities and evening and liberal arts colleges. Special funds were allocated also to the Advisory Committee on the Negro College Project of the Association of Colleges and Secondary Schools, for which Fisk University is acting as Trustee.

The efforts of the National Association of Public School Adult Educators, with the Fund's assistance, began during the 'Fifties to bring about a marked change in the proportion of public school adult education devoted to liberal goals; but there is obviously much further to go before the evening school offerings achieve true balance. Since NAPSAE is the strategic organization for this purpose, a long-term grant went to it.

Another effort deemed worthy of continuing support was that of the Council of National Organizations, again as a strategic agency in a unique position to sustain concern for liberal and responsible education among the voluntary organizations which reach directly millions of adult Americans.

To help maintain the steady growth of adult education interest which the American Library Association had fostered under previous grants, the Directors of the Fund awarded a grant to ALA.

A major element in the Board's final determination was the desire to ensure the continuing growth of the study-discussion movement in non-credit programs. To this end, the American Foundation for Continuing Education was selected as the national organization to receive a grant under which the AFCE would encourage the production of new programs, conduct research looking to improvements in method, act as a clearing house for the study-discussion movement and be responsible for the training of leaders.

Among organizations serving special audiences, and in a position to influence them in desirable directions, long-term grants have been made to two: the Committee on Economic Development and the National Institute for Labor Education.

These eight organizations are concerned with various audiences and a variety of subject-matters. But they share the common aim of continuing liberal education so that Americans will continue to grow in their capacity for self-government.

This chapter ends as this report began: with educational television. Here, the Fund's Directors sought to realize, in two interrelated grants, the promise of both a national organization, the National Educational Television and Radio Center,

and a local institution, the Civic Education Center of Washington University in St. Louis. To the former went a grant of $200,000; to the latter $300,000. Both grants were matched in equal amounts: a total of one million dollars for the purpose of developing a comprehensive pattern of adult civic and liberal education built around the planned programs of educational television.

The purpose of the dual grant was to enable NET to conceive and develop systematic educational programs capable of utilization by local groups and educational institutions, and to add personnel to work with local stations and institutions; and to enable Washington University not only to strengthen its program in liberal adult education but to continue and expand the Metroplex Assembly and to provide professional training of those who will undertake similar or related programs for other universities.

* * *

To illustrate how the parts within the total program of the Fund can be brought to a single focus in a particular community, the accompanying chart has been prepared from the going program of Southwestern at Memphis. There are others.

This is a four-year liberal arts college with a total involvement of continuing liberal education; it enrolls even undergraduates in adult education courses, like the Great Books and others, in order to commit them to continuing education as adults even before they are through with their college education. Memphis was involved with the Fund programs of the Test Cities, the Test Centers and the Leadership Training Centers. It has recently appointed a Dean of Continuing Education. It has an active and very promising alumni program, headed by a Dean of Alumni; and in its activities are represented the Center for the Study of Liberal Education for Adults, the Adult Education Association, the National Association of Public School Adult Educators, the Foreign Policy Association, the American Library Association, and other national organizations to which the Fund has devoted attention in behalf of liberal adult education. It also has an expanding regional outreach.

Notably, Memphis also has an educational television station whose offerings include programs from the National Educational Television and Radio Center; and its commercial stations also pay attention to the content of their programs. Memphis inaugurated the most famous of the literacy programs undertaken over educational TV, and subsequently adopted by other cities and states, and by African and Arab nations as well. Memphis has available all of the national study-discussion programs: Great Books, AFCE, Fund programs, American Library Association programs, and all the rest. It has also developed many of its own. It is on the roster of many national organizations: The League of Women Voters, American Alumni Seminars, American Institute of Architects, and others with Fund assistance.

In short, Memphis represents, at the end of ten years of Fund experimentation, an amalgam of all the elements that have been shown able to give genuine impact to continuing liberal education.

Fund Goals At Work . . . . . .

SOUTHWESTERN AT MEMPHIS

A Four-Year Liberal Arts College with a Total Institutional Program of Continuing Liberal Education

FUND ACTIVITIES

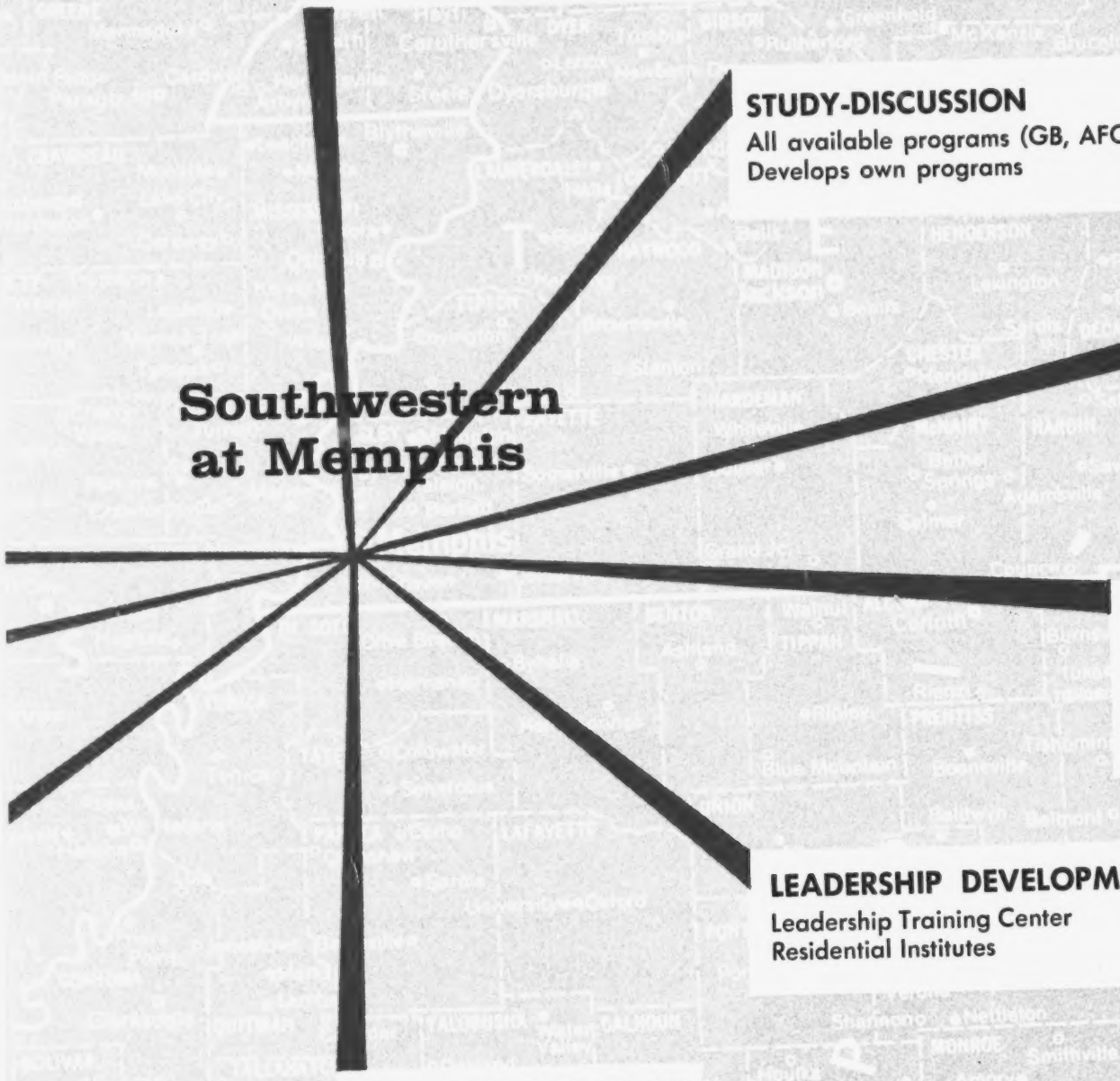
Test Cities
Demonstration Centers
Leadership Training Centers

NATIONAL ORGANIZATIONS

American Assembly
Center For The Study of Liberal Education For Adults
Adult Education Association
National Association of Public School Adult Educators
Foreign Policy Association
American Library Association

ALUMNI

Programs for Alumni of Southwestern and other Colleges and Universities who live in Memphis



EDUCATIONAL TELEVISION
Participates in ETV Station, which uses NETRC programs;
also over commercial TV Stations

STUDY-DISCUSSION
All available programs (GB, AFCE, FAE, ALA, etc.)
Develops own programs

SPECIAL AUDIENCES
Institute for Executive Seminars
League of Women Voters
American Institute of Architects
American Alumni Seminars
(Cooperative with Columbia, Goucher, Tulane, etc.)

EDUCATION FOR PUBLIC RESPONSIBILITY
(Local American Assembly)
Institute for Executive Seminars
American Alumni Seminars
Special Discussion Seminars

LEADERSHIP DEVELOPMENT
Leadership Training Center
Residential Institutes

REGIONAL INFLUENCE
Tennessee Mississippi
Alabama Arkansas

It was not the intention of this volume to detail all of the Fund's grants and awards over the decade; most of these have been recorded in earlier reports between 1951 and 1959. Nor are the proposed activities of the grantee institutions and organizations detailed here. They will be reported at regular intervals by the recipients of the grants. In addition, news of current developments is regularly reported in the journals and newsletters of the several agencies: NETRC and NAEB (see chapter one); AEA and NAPSAE (chapter four); and others.

This, the Fund's last narrative report, is concerned with the larger issues; and on these, it concludes with a few general observations.

The goals of the Fund, according to one observer, were "to create *awareness* of the major elements and issues of the modern culture, to develop *concern* with them, to develop *materials* for their study, to instigate *activity* in learning about them, and to encourage *association* of adults in such activity."

The means are described by the same observer: "Once a goal has been adopted, a direction is established. Once a direction is established, there are three things to do: give immediate support to those agencies that are moving in that direction; spend money on other appropriate agencies to swing them into line with it; and create new agencies, as needed, to see that the goal is reached."

These patterns of goal and method have guided the Fund's entire effort during the ten years of its operation. Their success was made possible by the vision and courage of hundreds of men and women in educational institutions and national and local organizations, and in a variety of less formal groups across the country. It was the combination of all these elements that mobilized the energies, imagination, and will of the liberally-minded educators to realize their purposes within the structure of the American educational establishment.

America's response to the crucial issues of the second half of this century has been to move, in important ways, toward the search for wisdom. Amid, and partly because of, the complex pressures upon them, the people of our country have swung powerfully toward the recognition that learning can never end, that no one can achieve a finality of education. Continuing education has moved into an important position in institutions of higher learning, libraries, public schools and national organizations; and, while its implementation is not yet commensurate with its goals, there is no question that America intends to go on learning in, and for, maturity. The Fund expresses with gratitude its pride in having played a privileged role in bringing about this revolution.

Disposition of Grants from The Ford Foundation

Grants from Ford Foundation	$47,400,000
Interest on Government securities and other income	1,319,000*
	$48,719,000

I	Educational Television	$11,401,000	
II	Study-Discussion	9,882,000	
III	Local Institutions	9,103,000	
IV	National Organizations	9,355,000	
V	Fellowships	1,968,000	
VI	Education for Public Responsibility	1,530,000	
VII	Special projects (fact-finding, research, evaluation and miscellaneous)	1,568,000	
VIII	General Administration	3,912,000	
			$48,719,000*

*All figures rounded out to nearest thousand.

Appendix

Administrative Staff of The Fund for Adult Education

Glen Burch (1951-1960)
Director, Experimental Discussion Project

Gideon Chagy (1958-1961)
Director, Office of Information

*Delbert Clark (1951-1953)
Eastern Regional Representative

Virginia K. Duffy (Miss) (1951-1961)
Administrative Assistant to the President

Paul H. Durrie (1953-1960)
Executive Associate, Community and Program Services

Laurence K. McLaughlin (1951-1953)
Western Field Representative

Lorraine Meyer (Mrs.) (1959-1961)
Administrative Assistant, Art Director

Mary E. Osman (Mrs.) (1952-1961)
Executive Assistant and Librarian

Robert B. Pettengill (1951-1953)
Director, Discussion Research

Ronald Shilen (1952-1960)
Executive Secretary, Leadership Training Awards Program

Ann C. Spinney (Mrs.) (1951-1961)
Executive Associate, Educational Television

Elwin V. Svenson (1951-1957)
Administrative Assistant

Raymond Wilburn (1958-1960)
Special Representative, Education for Public Responsibility

Warren Ziegler (1959-1960)
Special Representative, Education for Public Responsibility

Consultants to The Fund for Adult Education 1951–1961

Harlan Cleveland
Edgar Dale
Lawrence E. Dennis
Robert A. Goldwin
C. Hartley Grattan
*Carl I. Hovland
Robert B. Hudson
John W. Macy, Jr.
Joseph L. Matthews
Charles A. Nelson
John Walker Powell
Paul H. Sheats
Ralph W. Tyler
Betty M. Unterberger

*Deceased

LIST OF GRANTEES 1959–1961

Adult Education Association of the U.S.A.
743 Wabash Avenue
Chicago 11, Illinois

Akron, University of
Akron, Ohio

American Ethical Union, Inc.
2 West 64th Street
New York 23, N. Y.

American Foundation for Continuing Education
19 South La Salle Street
Chicago 3, Illinois

American Labor Education Service, Inc.
1776 Broadway
New York 19, N. Y.

American Library Association
50 East Huron Street
Chicago 11, Illinois

American University, The
Massachusetts and Nebraska Avenues, N.W.
Washington 16, D.C.

American Veterans of World War II
1710 Rhode Island Avenue, N. W.
Washington, D.C.

Antioch College
Yellow Springs, Ohio

Area Educational Television Foundation, Inc.
Dallas, Texas

Arizona, University of
Tucson, Arizona

Bay Area Educational Television Association
545 Fourth Street
San Francisco 7, California

Bethany College
Bethany, West Virginia

Birmingham-Southern College
Birmingham 4, Alabama

Boston University
685 Commonwealth Avenue
Boston, Massachusetts

British Columbia, University of
Vancouver 8, Canada

California, University of
(University Extension, Northern Area)
Berkeley 4, California

California, University of
(University Extension, Southern Area)
Los Angeles 24, California

Canadian Association for Adult Education
113 St. George Street
Toronto 5, Canada

Carrie Chapman Catt Memorial Fund, Inc.
1026 17th Street, N.W.
Washington 6, D.C.

Center for the Study of Liberal Education
for Adults
4819 South Greenwood Avenue
Chicago 15, Illinois

Central California Educational Television, Inc.
College of the Pacific
Stockton, California

Chicago, University of
5801 South Ellis Avenue
Chicago 37, Illinois

Columbia University
New York 27, N.Y.

Committee for Economic Development
711 Fifth Avenue
New York 22, N.Y.

Detroit, University of
4001 West McNichols
Detroit 21, Michigan

Educational Television, Inc.
Jacksonville, Florida

Emory University
Atlanta 22, Georgia

Fisk University
Nashville 8, Tennessee

Georgia, University of
Athens, Georgia

Goucher College
Towson, Baltimore 4, Maryland

Great Books Foundation, The
37 Wabash Avenue
Chicago 3, Illinois

Illinois, University of
Urbana, Illinois

Indiana University
Bloomington, Indiana

League of Women Voters Education Fund
1026 17th Street, N.W.
Washington, D.C.

Loyola University
820 North Michigan Avenue
Chicago 11, Illinois

Metropolitan Educational Television
Association, Inc.
345 East 46th Street
New York 17, N.Y.

Michigan State University of Agriculture
& Applied Science
East Lansing, Michigan

Minnesota, University of
Minneapolis 14, Minnesota

Montana State College
Bozeman, Montana

National Association of Public School
Adult Educators
1201 16th Street, N.W.
Washington 6, D.C.

National Education Association of the U.S.A.
1201 16th Street, N.W.
Washington 6, D.C.

LIST OF GRANTEES continued

National Educational Television & Radio Center
10 Columbus Circle
New York 19, N.Y.

National Institute of Labor Education
Madison 5, Wisconsin

New York University
100 Washington Square
New York 3, N. Y.

North Carolina, The University of
Chapel Hill, North Carolina

Oglethorpe University
Atlanta, Georgia

Oklahoma, University of
Norman, Oklahoma

Oregon State System of Higher Education
Portland, Oregon

Pennsylvania, University of
Philadelphia 4, Pennsylvania

Pennsylvania State University, The
University Park, Pennsylvania

Pomona College
Claremont, California

Sioux City Independent School District
Sioux City 5, Iowa

Southern Regional Education Board
130 Sixth Street, N.W.
Atlanta 13, Georgia

Southwestern at Memphis
Memphis 12, Tennessee

Syracuse University
610 East Fayette Street
Syracuse 3, New York

Tennessee, University of
Knoxville, Tennessee

Texas Agricultural and Mechanical College
College Station, Texas

Texas, University of
Austin 12, Texas

Tufts University
Medford 55, Massachusetts

Utah, University of
Salt Lake City 1, Utah

Virginia, University of
Charlottesville, Virginia

Washington University
St. Louis, Missouri

Washington, University of
Seattle, Washington

Wayne State University
Detroit 2, Michigan

Westchester Community College, Inc.
Faculty-Student Association
Valhalla, New York

Western Reserve University
Cleveland 6, Ohio

FELLOWSHIP PROGRAM

National Selection Committee 1960–1961

Adult Education

Alexander A. Liveright (co-chairman), Director,
Center for the Study of Liberal Education for Adults

Herbert R. Albrecht, Director, Agricultural Extension,
Pennsylvania State University

Emery F. Bacon, Director of Education,
United Steelworkers of America

Edward D. Goldman, Asst. Supt., Adult and Vocational Education,
San Francisco Unified School District

Ralph A. Ulveling, Director, Detroit Public Library

The Mass Media

Paul A. Dodd (co-chairman), Dean, College of Letters and Science,
University of California, Los Angeles

Matthew J. Culligan*, Executive Vice President, Radio Network,
National Broadcasting Co., Inc.

Gerard Piel, Publisher, *Scientific American*

Lauren K. Soth, Editor, Editorial Pages,
Des Moines *Register & Tribune*

John F. White*, President,
National Educational Television & Radio Center

Recipients of Awards Made in 1960–1961

Adult Education

Lillian H. Ashe (Mrs.), New York, N. Y.,
Public Information and Community Education Leader

Mary A. Berry (Miss), Spartanburg, South Carolina,
Assistant Librarian, Spartanburg Public Library

Leonard Brickman, Bronx, New York,
Principal, Wagner Youth and Adult Center, New York Board of Education

Frederick R. Feringer, Los Angeles, California,
Sales Engineer, Northwest Instrument Co., Inc.

Virginia V. Hamilton (Mrs.), Birmingham, Alabama,
Assistant to the President for Public Relations, Birmingham-Southern College

Kenneth Haygood, Chicago, Illinois,
Research Associate, University of Chicago & Center for the
Study of Liberal Education for Adults

Alan E. Hugg, West Hartford, Connecticut,
Adult Education Consultant, Connecticut State Department of Education

Errol D. Hunter, Stillwater, Oklahoma,
Assistant Director, Cooperative Extension Service,
Oklahoma State University

J. Boyer Jarvis, Salt Lake City, Utah,
Assistant to the Dean, College of Letters and Science, University of Utah

Douglas C. Kelley, Lansing, Michigan,
Assistant Professor, Continuing Education, Michigan State University

Ruth M. Kriesberg (Mrs.), Roslyn, New York,
Lecturer in the Humanities, Brooklyn College

Alexander S. Kruzel, Glenview, Illinois,
Director of Adult Education, Maine Township High School

William G. Nibler, Corvallis, Oregon,
State Extension Agent, Oregon State Board of Higher Education

Harrison G. Otis, Valley Stream, New York,
Director of Adult Education, New York Board of Education

*Unable to attend the meeting and therefore did not vote on grants.

Recipients of Awards Made in 1960–1961 continued

Norman W. Paget, San Bernardino, California,
Executive Director, Family Service Agency

Eliza K. Paschall (Mrs.), Atlanta, Georgia,
Volunteer Community Leader

Elaine M. Paul (Mrs.), Aurora, North Carolina,
Volunteer Community Leader

Edward A. Quattrocki, Oklahoma City, Oklahoma,
Industrial Relations Supervisor, Western Electric Corporation

Dwight C. Rhyne, Chapel Hill, North Carolina,
Associate Director, Extension Division, University of North Carolina

Hoyt M. Warren, Auburn, Alabama,
District Agent, Extension Division, Alabama Polytechnic Institute

Cornelius A. Williams, Tuskegee, Alabama,
District Agent, Extension Division, Alabama Polytechnic Institute

Jane C. Zahn (Mrs.), Berkeley, California,
Head, Department of Conferences, University of California Extension

The Mass Media

Patricia Barnard (Mrs.), Boston, Massachusetts,
Television Supervisor, Museum of Fine Arts

Virginia K. Bartlett (Mrs.), Boston, Massachusetts,
Producer, WHDH-TV

James Britton, San Diego, California,
Associate Editor, *San Diego & Point* Magazine

Byron R. Bryant, Oakland, California,
Assistant Professor of English, St. Mary's College of California

Robert G. Carey, Hyattsville, Maryland,
Assistant Professor of Journalism, University of Maryland

Halle W. December (Miss), New York, N. Y.
T.V. Script Editor, T.V. Producer (free lance)

Robert S. Goralski, Falls Church, Virginia,
Radio Producer-Editor, Voice of America, U.S. Information Agency

Marvin D. Hall, Denver, Colorado,
Production Assistant and free-lance producer, KRMA-TV

James E. Horner, Middlesboro, Kentucky,
Newspaper Reporter, *Middlesboro Daily News*

Charles F. Kelley, Des Moines, Iowa,
Director of Educational Television and Radio, Des Moines Public Schools

John M. Lofton, Pittsburgh, Pennsylvania,
Editorial Writer, *Pittsburgh Post-Gazette*

Robert K. McCabe, New York, N. Y.,
Assistant News Editor, *New York World-Telegram*

Hoke M. Norris, Chicago, Illinois,
Literary Critic, *Chicago Sun-Times*

Joan J. Pearson (Mrs.), San Francisco, California,
Artist and Teacher, Alameda State College

Statton L. Rice, II, New York, N. Y.
Writer-Producer of Training Films, Harry Prichett Associates, Inc.

Owen S. Rich, Provo, Utah,
Chairman, University Radio & T.V. Committee,
Director of University T.V. Development, Brigham Young University

Malvin Schechter, Charlotte, North Carolina,
Editor, The Associated Press

Ellen J. Stoutenberg (Mrs.), Gladwyne, Pennsylvania,
Television Producer, Public Affairs & Educational Programs, WCAU-TV

William Worthy, New York, N. Y.
Foreign Correspondent, Afro-American Newspapers, Baltimore

Adult Education Grants to Individuals

By Occupational Categories*

1952-1960

Cooperative Extension		36
Labor		29
Union members and officers employed in factories, laboratories and offices	17	
Union careerists	12	
Library		26
Librarians	18	
Library school faculty	2	
In library organizations	3	
Adult educators in library	2	
Secretary of library commission	1	
Organizations and Agencies		49
Career	27	
Volunteer	22	
Public Schools		47
Administrative (7 in State Departments of Education)	35	
Teaching	12	
University and College (public junior colleges included)		84
Faculty (3 in extension)	25	
Administrative (40 in extension)	59	
Miscellaneous		21
Clergy	4	
Field representative FAE	1	
Government	2	
Industry	2	
Insurance agents	2	
Newspaper editor	1	
Nurse	1	
Secretary	1	
Students	6	
Unemployed	1	
TOTAL		292

Mass Media Grants to Individuals

By Occupational Categories*

1957-1960

Newspaper work		20
Daily and Weekly	16	
Special Interest	4	
Periodicals		6
Radio (Commercial and Educational)		1
Television		21
Educational (University and Community)	10	
Commercial	11	
University Communications		21
Miscellaneous		3
Student	1	
Museum Broadcasting	1	
Films	1	
TOTAL		75

Distribution by States of All Fund Fellowships

1952-1960

Alabama	8
Arizona	1
Arkansas	2
California	54
Colorado	7
Connecticut	6
Delaware	1
Florida	8
Georgia	8
Idaho	1
Illinois	46
Indiana	10
Iowa	8
Kansas	2
Kentucky	6
Louisiana	5
Maine	1
Maryland	8
Massachusetts	11
Michigan	12
Minnesota	6
Mississippi	5
Missouri	2
Nebraska	5
New Hampshire	1
New Jersey	8
New Mexico	1
New York	58
North Carolina	10
Ohio	13
Oklahoma	6
Oregon	6
Pennsylvania	4
South Carolina	2
Tennessee	5
Texas	8
Utah	6
Vermont	1
Virginia	3
Washington	4
Wisconsin	5
Wyoming	2
Canada	1
TOTAL	367

*All data based upon grant recipients' activities at time of application.

Participants in Institutes for Mass Media Fellows, Gould House, Ardsley-on-Hudson, New York, 1957–1960

Martin Agronsky, News Commentator.
National Broadcasting Company

Lawrence A. Audrain, Editor, *Print Magazine*

Bernard Berelson, Director, Bureau of Applied Social Research,
Columbia University

John Bloch, Producer, Director, Writer (free lance)

Herbert Brucker, Editor, *The Hartford Courant*, Hartford, Connecticut

*Lyman Bryson, Emeritus Professor, Teachers College,
Columbia University; Director, "Invitation to Learning",
Columbia Broadcasting System

John Bush, Manager, Film Production, CBS News

Louis G. Cowan, President, CBS-TV Network

Dorothy Culbertson, Coordinator, Educational TV,
National Broadcasting Company

Jerry A. Danzig, Vice President, Radio Network Programs,
National Broadcasting Company

John Day, Director of News, Columbia Broadcasting System

William C. Dempsey, General Manager, Metropolitan Pittsburgh
(Pennsylvania) Educational Television Station (WQED)

Frederick W. Ford, Chairman, Federal Communications Commission

Charles Frankel, Professor of Philosophy, Columbia University

Robert E. Garst, Assistant Managing Editor, *The New York Times*

Wiley Hance, Manager of Public Affairs,
American Broadcasting Company

George A. Heinemann, Manager of Public Affairs,
National Broadcasting Company

Brice Howard, Executive Director, Educational T.V. Programs,
National Broadcasting Company

Quincy Howe, News Commentator, American Broadcasting Company

Robert B. Hudson, Program Coordinator,
National Educational Television and Radio Center

Robert M. Hutchins, President, The Fund for the Republic

Marilyn Kaemmerle, Producer, National Broadcasting Company

Horace M. Kallen, Research Professor of Social Philosophy,
New School for Social Research

John Kiermaier, Director of Public Affairs,
Columbia Broadcasting System

Harold D. Lasswell, Professor of Law & Political Science,
Yale University

Daniel Lerner, Professor of International Communications,
Massachusetts Institute of Technology

A. J. Liebling, Editorial Writer, *The New Yorker*

Irving Lorge, Executive Officer, Institute of Psychological Research
& Professor of Education, Teachers College, Columbia University

Louis M. Lyons, Curator, Nieman Fellowships, Harvard University

Marya Mannes, Writer, *The Reporter*

Earl J. McGrath, Executive Officer, Institute of Higher Education,
Teachers College, Columbia University

Sig Mickelson, Vice President, Columbia Broadcasting System;
General Manager, CBS News

Perry Miller, Professor of American Literature, Harvard University

Alonzo F. Myers, Professor of Education; Chairman, Department of
Higher Education, School of Education, New York University

Leo Rosten, Member, Board of Editors, *Look* Magazine

Richard S. Salant, Vice President, Columbia Broadcasting System

Gilbert Seldes, Director, Annenburg School of Communications,
University of Pennsylvania

Frank Stanton, President, Columbia Broadcasting System

Kenneth Stewart, Professor of Journalism, University of Michigan

Ernest van den Haag, Adjunct Professor of Social Philosophy,
New York University

John F. White, President, National Educational Television
and Radio Center

Paul Woodring, Consultant, The Fund for the
Advancement of Education

*Deceased

Study-Discussion Materials

EXPLORING THE WAYS OF MANKIND, Adult Education Edition, edited by Walter Goldschmidt, Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York 17, New York.

Leader's Guide for the above also available from the same publisher.

An album of recordings entitled "The Ways of Mankind" for use with this program is available from the Audio-Visual Center, Indiana University, Bloomington, Indiana.

DISCOVERING MODERN POETRY, by Elizabeth Drew and George Connor, Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York 17, New York.

Leader's Guide for the above also available from the same publisher.

An album of two 12" recordings of poets reading their own works is available from the Audio-Visual Center, Indiana University, Bloomington, Indiana.

LOOKING AT MODERN PAINTING, prepared by the Department of Art in cooperation with University Extension, University of California, Los Angeles, General Editor, Leonard Freedman, W. W. Norton & Company, Inc., 55 Fifth Avenue, New York 3, New York.

Leader's Guide for the above also available from the Audio-Visual Center, Indiana University, Bloomington, Indiana.

Set of specially prepared color slides also available from the Audio-Visual Center.

ECONOMIC REASONING, prepared under the direction of Marshall Robinson, available from the Brookings Institution, 1775 Massachusetts Avenue, N.W., Washington 6, D.C.

PARENTHOOD IN A FREE NATION, by Ethel Kawin, scheduled for publication in early 1962, Macmillan Company, 60 Fifth Avenue, New York 11, New York.

Leader's Guide for the above also available from the same publisher.

AVENUES TO THE ARTS, prepared by Talmadge Gornto. For information on publication plans, write to the American Foundation for Continuing Education, 19 South La Salle Street, Chicago 3, Illinois.

THE MASS MEDIA — WHOSE RESPONSIBILITY?, edited by Paul Yager. For information on publication plans, write to the American Foundation for Continuing Education, 19 South La Salle Street, Chicago 3, Illinois.

THE HAPPY REPUBLIC, edited by George Probst, scheduled for publication late 1961, Harper and Brothers, 49 East 33rd Street, New York 16, New York.

This book is designed as one of five parts of a completely integrated study-discussion program. The other elements are DEMOCRACY IN AMERICA, by Alexis de Tocqueville, available from several sources; a collection of 14 recordings dramatizing the visit of Tocqueville and his companion, Beaumont, to the United States; complete scripts of the recordings; and a Leader's Guide. Those interested in obtaining all five elements for study-discussion programs should write to the American Foundation for Continuing Education, 19 South La Salle Street, Chicago 3, Illinois.

The political readings developed by the American Foundation for Political Education are now commercially published:

WORLD POLITICS, edited by the American Foundation for Continuing Education, New York, 1959, Oxford University Press, 417 Fifth Avenue, New York 16, New York.

AMERICAN FOREIGN POLICY, edited by AFCE, New York, 1959, Oxford University Press.

RUSSIAN FOREIGN POLICY, edited by AFCE, New York, 1959, Oxford University Press.

AMERICAN DEMOCRACY, edited by AFCE, New York, 1959, Oxford University Press.

ECONOMICS AND POLITICS, edited by AFCE, New York, 1961, Oxford University Press.

The American Foundation for Continuing Education, in addition to responsibility for helping to assure the use of all of the above in adult study-discussion groups, provides periodic information on the availability of other suitable materials from a number of different sources.

Please address all inquiries to the national organization or educational institution directly concerned, otherwise to:

Office For FAE Reports
The Ford Foundation
477 Madison Avenue, New York 22, N. Y.

Financial Statements

PRICE WATERHOUSE & CO.

56 PINE STREET

NEW YORK 5

August 15, 1961

To the Board of Directors of
The Fund for Adult Education

In our opinion, the accompanying statements present fairly and on a basis consistent with that of the preceding year, the assets, liabilities and fund balance of The Fund for Adult Education at June 30, 1961 and its grants approved, projects and general administrative expenses, and income for the two years then ended.

Our examination of such statements was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances, including confirmation of cash and investments owned at June 30, 1961 by correspondence with depositaries.

Price Waterhouse & Co.

STATEMENT OF ASSETS, LIABILITIES and FUND BALANCE

June 30, 1961

Assets		
Cash		$ 317.890
U.S. Government securities — at amortized cost		1.099.592
Accrued interest receivable		1.563
Accounts receivable, advances and deposits		3.873
Land and building, at cost (Note)		729.977
		$2.152.895
Liabilities and Fund Balance		
Unpaid grants (Page 125)		$1.084.821
Accounts payable		27.150
Provision for severance and other termination costs (Note)		238.780
Fund balance:—		
Balance, June 30, 1959	$9,638.208	
Less — Excess of grants approved, projects and general administrative expenses over income for two years ended June 30, 1961 (Page 118)	$8,136,361	
Provision for severance and other termination costs	400,000	8,836,361
		801,844
Balance, June 30, 1961 (Note)		$2.152.895

Note — As publicly announced, the Fund discontinued regular operations on June 30, 1961. Accordingly, the Board of Directors has authorized the management to dispose of the land and building.

Of the Fund balance of $801,844 at June 30, 1961, $123,875 was authorized for project expenditures, $51,908 was authorized for grants under presidential authority, $135,000 was budgeted for general administrative expenses subsequent to June 30, 1961 and $125,000 was provided for contingencies, leaving an unallocated balance of $366,061 at June 30, 1961.

STATEMENT OF GRANTS APPROVED, PROJECTS and GENERAL ADMINISTRATIVE EXPENSES, and INCOME for the Two Years ended June 30, 1961*

	Year Ended June 30		
	1960	1961	Together
Grants approved and project expenditures:			
Grants approved (Page 125)	$2,290,016	$4,752,044	$7,042.060
Project expenditures (Page 127)	750,503	517,699	1,268.202
General administrative expenses:			
Compensation and employee benefits	280,591	219,722	500.313
Travel expenses	19,674	17,374	37.048
Office expenses	38,901	33,699	72.600
Professional services	9,170	3,793	12,963
Conferences and meetings	6,236	4,819	11,055
Books, periodicals and other expenses	9,602	2,929	12.531
	364,174	282,336	646,510
Total grants and expenses	3,404,693	5,552,079	8,956.772
Less:			
Income from investments	321,572	179,752	501,324
Award from condemnation proceedings		19,084	19.084
	321,572	198.836	520.408
Excess of grants approved, projects and general administrative expenses over income	$3,083,121	$5,353,243	$8,436,364

**For years prior to 1959, see previous reports.*

STATEMENT OF GRANTS for the Two Years ended June 30, 1961

To develop and offer formal and informal programs of liberal adult education through:	Unpaid Grants June 30, 1959	Grants (Rescissions)	Payments (Refunds)	Unpaid Grants June 30, 1961
Institutions of higher learning				
Center for the Study of Liberal Education for Adults				
Experimentation with new approaches to institutional liberal adult education	$ 495,000		$ 495,000	
Long-term program for advancing higher liberal adult education through universities and colleges		$ 600,000		$ 600,000
Clearing House for liberal adult education (1962-1965)		50,000	10,000	40,000
Assistance to Association of Colleges and Secondary Schools		18,000	18,000	
Expansion and improvement of office quarters		8,000	8,000	
Southern Regional Education Board				
Partial support for activation of a Southern Regional Advisory Council on liberal education for adults		15,000	15,000	
Universities and colleges				
Regular program				
Akron, University of Liberal education program and expanded activities in education for public responsibility		120,000	80,000	40,000
Academy of Civic Leadership		50,000	50,000	
American University, The To conduct study-discussion programs in liberal arts and world politics in Washington, D.C. Metropolitan area		2,300	2,300	
Antioch College Developing a center for continuing community education	41,600		41,600	
Arizona, University of Participation in FAE-Cooperative Extension Service Project	22,500		22,500	
Bethany College Regional program in education for public responsibility		10,400	10,400	
Birmingham-Southern College Expanded program of non-credit liberal adult education	20,000		20,000	
Boston University Development of a program in administrative leadership		35,000	35,000	

				Unpaid

	Unpaid Grants June 30, 1959	Grants (Rescissions)	Payments (Refunds)	Unpaid Grants June 30, 1961
British Columbia, University of				
Long-term program of continuing liberal education in the field of public responsibility		$ 145,547	$ 145,547	
California, University of (University Extension)				
Establishment of leadership training centers				
Northern Area		45,000	30,000	$ 15,000
Southern Area		45,000	30,000	15,000
Long-term expanded program of continuing liberal education		350,000	350,000	
Chicago, University of				
Workshop in local government for corporation executives		10,000	10,000	
Assistance in staffing of leadership consultation center		15,000	15,000	
Establishment of permanent leadership consultation center		45,000	45,000	
Basic program of liberal education for adults		150,000	150,000	
Establishment of public affairs conference center		100,000	100,000	
Self-study of University College Adult Education program		(35)	(35)	
Detroit, University of				
Program on "American Democracy in Theory and Practice"		15,000	15,000	
Emory University				
Pilot conference for business and industrial executives		9,271	9,271	
Fisk University				
Continuing Assistance to Association of Colleges and Secondary Schools		75,000	75,000	
Georgia, University of				
Pilot program of education for community leadership		9,509	9,509	
Goucher College				
Pilot program in alumni civic education		15,000	15,000	
Illinois, University of				
Participation in FAE-Cooperative Extension Service Project	$ 22,500			22,500
Loyola University				
Seminars for young alumni		9,075	9,075	
Michigan State University of Agriculture and Applied Science				
Program of liberal arts education for adults in Michigan communities		35,000		35,000
Participation in FAE-Cooperative Extension Service Project		22,500		22,500
Minnesota, University of				
Establishment of "A Rural-Urban Cooperative Project in Civic Political Leadership"			26,000	26,000
Montana State College				
Participation in FAE-Cooperative Extension Service Project		40,000		40,000

	Unpaid Grants June 30, 1959	Grants (Rescissions)	Payments (Refunds)	Unpaid Grants June 30, 1961
New York University				
Enlarged program of liberal education for adults in Greater New York Metropolitan Area	$ 88,500		$ 88,500	
Public affairs program including leadership training and programs in education for public responsibility		$ 121,800	94,800	$ 27,000
Long-term program of liberal education for adults in the Greater New York Metropolitan Area		250,000	250,000	
Oglethorpe University				
Continuation of FAE-American Foundation for Continuing Education liberal arts study-discussion program		5,000	5,000	
Oklahoma, University of				
Establishment of a center for leadership training in the area of public responsibility		15,000	45,000	
Long-term expanded program of the Center for Continuing Education		300,000	300,000	
Oregon State System of Higher Education				
Continuation of FAE-American Foundation for Continuing Education study-discussion programs		5,000	5,000	
Pennsylvania, University of				
Broadening participation of executives in Institute of Humanistic Studies for Executives		(2,463)	(2,463)	
Pennsylvania State University, The				
Creation of a new division of liberal adult education	134,440		134,440	
Long-term program of Center for Continuing Liberal Education		350,000	350,000	
Participation in FAE-Cooperative Extension Service Project	22,500		22,500	
Establishment of a center for leadership training in the area of public responsibility		15,000	45,000	
Southwestern at Memphis				
Integrated program of continuing liberal education for college and community	45,000		45,000	
Long-term program of continuing liberal education in the South		300,000	300,000	
Syracuse University				
Expanded program of non-credit liberal adult education	134,700		134,700	
Long-term expanded program for continuing liberal education with emphasis on public responsibility		200,000	200,000	
Texas Agricultural and Mechanical College				
Participation in FAE-Cooperative Extension Service Project	22,500		22,500	
Utah, University of				
Advancing study-discussion activities		50,000	50,000	

	Unpaid Grants June 30, 1959	Grants (Rescissions)	Payments (Refunds)	Unpaid Grants June 30, 1961
Virginia, University of				
To conduct study-discussion programs in liberal arts and world politics in Washington, D.C. Metropolitan Area in Virginia		$ 2,700	$ 2,700	
Washington, University of (Seattle)				
Program of liberal arts seminars for community leaders		118,900	79,110	$ 39,790
Long-term program for continuing liberal education in the field of public responsibility		150,000	150,000	
Washington University (St. Louis)				
Long-term program of the Civic Education Center with emphasis on television and related activities		300,000	300,000	
Westchester Community College, Inc.				
To advance education in civic affairs in Westchester County		(1,568)	(1,568)	
Wayne State University				
Presentation of a metropolitan program in Detroit for liberal adult education		15,000	15,000	
Western Reserve University				
Expansion and strengthening of program of liberal adult education	$ 221,000		221,000	
Establishment of a center for leadership training in the area of public responsibility		15,000	30,000	15,000
Residential institutes				
Chicago, University of				
Conferences to provide advanced education in public policy for leaders	40,000		40,000	
Workshops for adult educators in university extension and public schools	15,750		10,500	5,250
Columbia University				
Conference to extend alumni education in public responsibility		10,000	10,000	
Oklahoma, University of				
Pilot residential conference in leadership for selected leaders in the Oklahoma area		15,000	15,000	
Pomona College				
Experimental program of liberal adult education for young executives		(1,915)	(1,915)	
Southwestern at Memphis				
American Alumni Seminar in Public Responsibility and the Memphis Conferences		15,000	15,000	
Tennessee, University of				
Regional conference on continuing liberal education		27,500	27,500	
Tufts University				
Massachusetts Assembly, and pilot seminar in public leadership		15,000	15,000	

	Unpaid Grants June 30, 1959	Grants (Rescissions)	Payments (Refunds)	Unpaid Grants June 30, 1961
Mass Media				
Georgia, University of Film series — adult liberal studies program		$ 47,500	$ 47,500	
New York University Mass media adaptation of study-discussion program series on de Tocqueville		9,960	9,960	
Washington University (St. Louis) Experiment in community organization for adult education by television and related activities	$ 45,000		45,000	
Expansion of program of Civic Education Center	15,000		15,000	
Preparation of special programs				
California, University of (University Extension) To develop and present pilot programs in education for public responsibility				
Northern Area		15,000	15,000	
Southern Area		15,000	15,000	
Chicago, University of Continuation of Parent Education Project (1961)		9,000	9,000	
New York University Exploratory study of a systematic, comprehensive description of how America functions today as a society and as a nation		14,951	14,951	
Pennsylvania State University, The To develop and present a pilot program in education for public responsibility		15,000	15,000	
National Distribution of FAE and Special Programs				
American Foundation for Continuing Education		66,886	66,886	
British Columbia, The University of	6,500	3,665	10,165	
Indiana University		13,267	13,267	
Michigan, University of		(2,164)	(2,164)	
North Carolina, The University of		6,840	6,840	
Sioux City Independent School District, Iowa		(317)	(317)	
Public Schools				
National Education Association of the U.S.A. Support of National Association of Public School Adult Educators for improving offerings in liberal education	72,000		72,000	

	Unpaid Grants June 30, 1959	Grants (Rescissions)	Payments (Refunds)	Unpaid Grants June 30, 1961
National Organizations				
Adult Education Association of the United States				
For the general support of the Council of National Organizations		$ 65,000	$ 65,000	
To enable Council of National Organizations to develop a liberal curriculum for leadership of voluntary organizations		20,000	20,000	
Publication and distribution of "Adult Education's Issues in Dispute"		5,000	5,000	
American Ethical Union, Inc.				
Residenitial workshop in public responsibility		18,398	18,398	
American Foundation for Continuing Education				
Continuing assistance to advance nationally the idea and practice of study-discussion		300,000	300,000	
Assistance toward program publication costs		10,000	10,000	
American Labor Education Service, Inc.				
Continuation of education activities with trade unionists in areas of public affairs	$ 65,000		65,000	
Preparation of files and records of ALES for transfer to Cornell University		11,963		$ 11,963
American Library Association				
Aid to local libraries for development of demonstration programs in liberal adult education	40,000		40,000	
Support of Office for Adult Education	17,500	25,000	42,500	
American Veterans of World War II				
Pilot program in education for public responsibility		20,000	20,000	
Continuing program in education for public responsibility		20,000	20,000	
Canadian Association for Adult Education				
Continuing programs in liberal adult education		71,859	71,859	
Planning and coordinating conferences on adult education		15,000	15,000	
Special publications on continuing education		12,195	12,195	
Carrie Chapman Catt Memorial Fund, Inc.				
Citizenship education in cooperation with Syracuse University	32,000		32,000	
Committee for Economic Development				
College-community economic research centers	114,201		61,383	52,818
Long-term program for the establishment of Associates Centers		180,000		180,000
Education Fund of the League of Women Voters				
Continuation of citizenship education program		65,500	65,500	
Great Books Foundation				
Assistance toward long-range plan of self-support		500,000	500,000	
For sub-grant to Recordings for the Blind, Inc. to record additional books of the Great Books Foundation		15,000	15,000	

	Unpaid Grants June 30, 1959	Grants (Rescissions)	Payments (Refunds)	Unpaid Grants June 30, 1961
National Education Association of the U.S.A.				
Broadening liberal educational offerings to adults (via the National Association of Public School Adult Educators)		$ 225,000	$ 225,000	
National Educational Television and Radio Center				
Support of a new department of program use		200,000	200,000	
Assistance in presentation of special radio series		15,000	15,000	
National Institute of Labor Education				
Conference on education for public responsibility	$ 15,000		15,000	
Full-time residential programs for union leaders and development of study-discussion materials		153,200	153,200	
National Conference on Labor Education and evaluation of residential institutes		50,000	50,000	
	$1,845,691	$0,568,991	$7,369,864	$1,044,821
Fellowship awards and special training programs				
General awards	$ 81,000	$ 99,950	$ 180,950	
Mass Media awards	89,800	103,050	192,850	
Special awards				
By The Fund for Adult Education	13,385	21,000	34,385	
By the Canadian Association for Adult Education		15,272	15,272	
By the Center for the Study of Liberal Education for Adults		8,000	8,000	
	$ 184,185	$ 247,272	$ 431,457	
Educational Television				
Program of assistance in the construction of educational television stations				
Area Educational Television Foundation, Inc. (Dallas, Texas)		$ 100,000	$ 100,000	
Bay Area Educational Television Association	$ 64	36,276	36,340	
Central California Educational Television, Inc.	40,000	50,000	50,000	$ 10,000
Educational Television, Inc. (Jacksonville, Florida)	100,000		100,000	
Metropolitan Educational Television Association Inc. (New York, N.Y.)	482	(482)		
Return of equipment		(62,900)	(62,900)	
New York University				
Grant of equipment		62,900	62,900	
Texas, University of		10,000	10,000	
	$ 140,546	$ 225,794	$ 326,340	$ 10,000
	$2,170,122	$7,042,060	$8,127,661	$1,084,821

STATEMENT OF PROJECT EXPENDITURES for the Two Years ended June 30, 1961

To develop and offer formal and informal programs of liberal adult education through:	Expenditures (Refunds)
Institutions of higher learning	
Participation in radio series "Image America"	$ 29.065
Preparation of special programs	
Study-Discussion Program Development and Testing expenses	18.275
National Distribution of study-discussion programs	
Presentation of study-discussion program in greater Chicago area	10.000
Promotional activities for liberal adult education programs	21.907
Local leadership training in nine Test Centers	10.121
Assistance for continuation and expansion of study-discussion programs by Oklahoma City Libraries	(1.359)
National organizations	
Assistance to the Great Books Foundation in finding ways to accelerate its progress toward self-support	6.828
Joint FAE-Adult Education Association studies of national organizational problems of adult education	9.213
Liberal education program for adults reached by the Cooperative Extension Service	58.637
Experiment in use of FAE study-discussion materials by management groups	11.626
Fellowship awards and special training programs	
Fellowship training awards — operating expenses	16.068
Mass Media Fellowship Institute	12.062
Training of program directors in connection with projects in education for public responsibility	19.268
Public understanding:	
Documentation of Test Cities Project and of Educational Television	5.802
Documentation Project	
Operating expenses	169.640
Publication and distribution costs	91.367

	Expenditures (Refunds)
Special conference on study-discussion programs	$ 12,912
Publications, institutes and conferences	83,012
1960 Handbook of Adult Education in the United States	10,181
Education for Public Responsibility — operating expenses	163,386
Travel and conference expenses of visitors to Fund projects	5,210
Sample TV interviews on public leadership	9,121
Publication of University College (Chicago) Self-Study Program	10,000
Awards for speeches or articles on public responsibility	6,000
Exploratory program development for education for public responsibility	7,012
Preparation of book on leadership in a selected community	8,512
Preparation of books on philosophy of American leadership	18,000
Preparation of a history of the Great Books program	13,020
Conference on liberal education for lawyers	11,223
Fact-finding, research and evaluation	
Fact-finding, research and evaluation	85,810
Data collection and evaluation in nine Test Centers	1,761
Study of educational effectiveness of Great Books program	5,456
Program exploration	1,681
Special Services Project (less $64,191 proceeds from sales and royalties)	224,211
Conferences, research follow-up, aid to individuals and miscellaneous	29,695
Educational television	
Assistance to educational television station construction	7,140
	$1,268,202

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